This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

MANUAL

AND

OUTLINED COURSE OF STUDY

OF THE

PUBLIC SCHOOLS

OF

GOSHEN, INDIANA,

FOR THE SCHOOL YEAR 1896-97

WITH

ANNUAL REPORT FOR 1895-96

AND

RULES AND REGULATIONS.

PUBLISHED BY ORDER OF THE BOARD.

1896
TIMES PUBLISHING COMPANY,
GOSHEN, INDIANA.

Digitized by Google

Digitized by Google

Board of Education.

1896-97.

E. D. CHIPMAN; - - - PRESIDENT.

Residence, 424 E. Jefferson Street.

GEO. W. RICH, - - - SECRETARY.

Residence, 508 S. Sixth Street.

D. D. FITCH, - - - - TREASURER.

Residence, No. 2 Prospect Avenue.

W. H. SIMS, - - - SUPERINTENDENT.

Residence, 420 South Fifth Street.

Office of Superintendent, First Floor High School Building,

East Madison Street.

Office Hours, 8 to 9 a. m. and 4 to 5 p. m.

Digitized by Google

Digitized by Google

To the Honorable Board of School Trustees:

Gentlemen:

I have the pleasure of presenting my Annual Report for the school year commencing September 8, 1895 and ending May 29, 1896.

I have not chosen to give an extensive statistical report for two reasons. First, statistics are not of sufficient interest to the general public to insure the study of them. Second, no comparison of statistics is satisfactory unless accompanied with extensive explanation, hence I regard as necessary only such items as will show the general school interest. These are given in the following table. If, however, other facts are desired, I have sufficient data in my records from which to furnish them.

Number of school days in the year	180
Number of teachers employed	36
Number of special teachers	1
School enumeration 1895	2,005
Total number enrolled	1,575
Average number belonging	1,256
Average daily attendance	1,204

Digitized by Google

Per cent of attendance on belonging	95.9
Per cent of enrollment on enumeration	78.5
Per cent of belonging on enrollment	77.4
Per cent of belonging on enumeration	62.6
Number of pupils enrolled in High School	150
Average daily attendance in High School	120.9
Average number belonging	128.1
Per cent of attendance on belonging	94.4
Per cent of belonging on enrollment	85.4

This table shows an enrollment of an unusually large per cent of the school population, which is certainly gratifying to those in charge, since the increased enrollment is, we believe, to be attributed, largely, to the increased interest in school work; this is sustained by the fact that the per cent of attendance upon belonging is larger than ever before.

The increased interest is probably due to two sources: First, the observance of such methods of instruction and discipline as are encouraging and helpful to the pupils. It is a law of our being that hopefulness leads to effort, and effort is the foundation of all success.

That school method is best, that helps the pupil, by encouraging him to greater effort, and leads him to believe in his own ability, and gives him the opportunity of developing it.

The second reason, for increased interest, is in the ad-

Digitized by Google

ditional school appliances, such as apparatus, books, new buildings, the latter giving better opportunity for classification and better teaching.

We are all truly thankful for these increased advantages, and I think both teachers and pupils have shown their appreciation by more earnest and efficient work.

While this report shows an increase in the attendance greater than the proportional growth of the population of the city, the fact still remains that there are many children out of school that should be in, and many whose attendance is much more irregular than the circumstances justify. I am free to say that the reasons for these things are to be found mainly outside of the schools.

Some of the reasons are as follows:

1. Indifference on the part of parents.

This may seem a harsh statement, yet I believe it is true. The remedy is in personal effort of the friends of these parents, by which they may be led to see that they are neglecting the best interests of their children, or in legislation; perhaps the latter would be most effective.

2. A few are too poorly clad to mingle with the children in better circumstances. The remedy for this class is in charity. Charitable people, or the state, ought to furnish the clothing. We had better spend money for clothing, that these children may be taken from the street, educated, and made self-supporting, than to allow them

Digitized by Google

to grow up in ignorance and vice, to be supported in alms-houses and public penal institutions.

3. Some are needed in the home, or in the shop or store. These should be encouraged to enter school at such times as they can be spared, and not be required to take the regular work of the course; such has been our practice and it will be continued.

4. There is a class of pupils who will not submit to the restraints of the school room; hence they are found on the streets or in the shops, when they should be in school. Of these children and what should be done for them, I will speak in another part of my report.

The above are some of the reasons why so many children are not found in the schools.

These things are not peculiar to our city; they exist everywhere. It is not claimed that the schools are entirely without blame in the matter; on the contrary, I do not hesitate to say that when the schools are made what they ought to be, and what I believe they will be, many children, who will have nothing to do with the school now, will find their chief delight in the schoolroom.

Decrease of Enrollment.

The enrollment by grades in our school—and not only in our schools but in others—shows that about 55 per cent of the pupils are in the first four years, 35 per

Digitized by Google

cent in the next four years, and 10 per cent in the third four, or High School, showing an increased tendency to drop out of school from the first year up.

Allow me to direct your attention, gentlemen, and the attention of the people, as well, to some of the reasons for this tendency, not with the hope of stopping it at once, but with a view of exciting some interest in the matter, that may aid in keeping our boys and girls in school.

1. "A change from oral to text-book work."

2. "A dislike for the restraints of the school-room."

3. "Loss of interest because of absence from school for needed services at home."

4. "A desire on the part of the boys to earn money for themselves."

5. "A feeling with the boys that if they remain in school to finish the course, they will be too old to learn a trade after they are through."

6. "A want of a proper appreciation of the benefits of an education, on the part of some parents."

7. "The demands of society are such that the pupil fails in the school duties, either for want of time for both, or the physical energies are spent in society, and the pupil fails in school work for want of physical strength; failure brings discouragement; discouragement leads to discontent, and a desire to quit school; the parent yields to the child's desire, and, the result is, society has one more

Digitized by Google

devotee, and the school one less pupil." [This reason applies mainly to the girls. The remedy is with the parents.]

These are some of the reasons why pupils drop out of school, and they are reviewed in this connection, that perchance they may suggest something of the remedy.

It seems clear to me that the foundation of all these reasons is expressed in a few words,—*a want of interest either on the part of teachers, parents or pupils.* If the lack of interest is with the teachers, then the *remedy* is with the school officers, by employing only such as have a proper appreciation of the importance of the teacher's work, and the payment of such wages as will encourage men and women, whose hearts are in the work, to give the proper time and expense to the necessary preparation for the work. If it is with parents, something should be done to lead them to a feeling that an education is the most needful thing connected with the usefulness and happiness of their children, and, that the school officers are endeavoring to provide such a course of study as will meet the demands of the pupil's future life. I believe that these things would result, if parents would only take the time to visit the schools and learn just what is being done in the daily exercises of the class. Parents depend too much upon the report of a displeased child, or some chronic fault-finder, and not enough upon their own investigation. People do not do so in any other interest.

If the want of interest is with the child then it is

Digitized by Google

the business of the school to arouse interest, as far as possible.

What is to be done?

1. Make the physical surroundings inviting both in the school room and outside of it.

2. Make the work of the class room inviting by leading the pupils into new fields of thought, and so directing the mental energies that they will gain the mastery over every difficulty through their own efforts, and not through the efforts of another. A boy would much rather find out a thing for himself than have one tell him.

3. Employ the hands as well as the head. This is being done in the Primary grades by the introduction of the Kindergarten work. This explains, to some extent, the large enrollment in these grades. If beneficial here why not observe the principle in higher grades, and employ the hands in some kind of training that will secure interest? This leads us to a few statements in regard to to the subject of

Manual Training.

This subject is receiving the attention and careful consideration of the leading educators of the time. There is by no means a unanimity of opinion in regard to the advisability of introducing it into the common schools. The usefulness of manual training has long been acknowl-

Digitized by Google

is a

us,
a-
c-

of

p-

Digitized by Google

A 434757

Digitized by Google

government, and is, we think, eminently successful; so much so that visitors make comment upon it, not only our local visitors, but we have been highly complimented by visitors from some of the large cities, who are persons of experience and extensive observation.

The following discussion of this subject was printed in a former report, and expresses my ideas so fully, that I venture to place it in this:

It is not claimed that our discipline is perfect, but it is claimed that it is as nearly so as where corporal punishment is freely used, and that the deportment is secured in a way which develops self-reliance, hence leads to self-government.

Discipline in its restricted sense has reference to the conduct only, and not to motive. If the children are kept from misdemeanor, and obey promptly, the school is said to be well disciplined. The discipline that looks to these alone has accomplished but a small part of the work of true discipline. That discipline, which is of lasting benefit, must reach and direct the *motive*.

The man who pays a debt solely because he must, is not an honest man. The man who refrains from taking what does not belong to him, solely because he is afraid of the law, is a thief at heart. No amount of law will make an honest man of either of these men; some influence must be brought to bear on them that will change the motives which govern their actions before they become

Digitized by Google

trustworthy citizens. Let the restraining hand of the law be lifted, and they rob you without stint. So the pupil who is governed by force, is only restrained, not disciplined; remove the restraint and disorder follows. It is necessary to have law and an accompanying penalty, that men of the above type may be restrained; it is just as necessary to have law and some penalty in the school, to restrain the evil tendencies of pupils; but the question is, *What ought the penalty to be?* Most certainly that which will appeal to the intellect and higher sensibilities of the child, and not that which appeals to the lower emotions. Strength of character is never developed through fear, anger, and malice. The penalty for an offence, if a penalty is necessary, ought to be such as will lead the boy to see and acknowledge himself in the fault, and the conclusion follows that as the fault is with him, the remedy is with him; this leads to more earnest effort in self control, hence the penalty becomes the means of developing character. The penalty that has for its only object the satisfaction of law, can never be reformatory. How many men have ever been reformed by punishment at the hands of the law? These laws are necessary to restrain men, and they ought to be enforced, but it is not claimed that the penalties are educative, whereas the penalties of the school-room should be, and I believe may be.

The pupils of today are the citizens of tomorrow, and we need such a course of discipline as will make citizens

Digitized by Google

that will need no law to direct or restrain their actions.

Three things are necessary to a good citizen.

1. Promptness in all the duties related to the commonwealth of which he is a member.

2. A high regard for those in authority, because of their relation to himself and the state, and an unselfish spirit toward his fellow men.

3. Integrity of purpose.

The second and third requisites certainly insure the first.

Each of these things has its counterpart in the well disciplined pupil.

1. Promptness in all school duties.

2. A high regard for the teacher, because of his relation to the pupil and the school, and a kindly spirit towards his schoolmates.

3. Integrity of purpose.

With the pupil, as with the citizen, the two last insure the first.

It follows that discipline should look to the development of these two, and the first will take care of itself.

Promotions.

The Board dispensed with the regular monthly and term examinations as a basis of promotion, four or five years ago, and the grades of pupils are based upon class

Digitized by Google

work, short tests, at irregular intervals, and the teachers' opinion.

This plan has proven much better than the old one, yet it is not entirely satisfactory, but I would recommend its continuance until we can devise something better.

Physical Culture

Physical culture has become a part of the regular work of the schools in many of the larger cities, and some of the smaller towns and cities have introduced some phases of the work.

It is claimed that by judicious, systematic exercise, many slight physical deformities may be removed, unnatural, unhealthful ungraceful attitudes changed for natural, healthful, and graceful ones, the habit of graceful movement cultivated, and the powers of respiration increased; thus adding to the general appearance of the child in form and movement, and giving additional power to endure toil or resist the attack of disease.

Whether all is true, that is claimed for these exercises, or not, I believe that the advantages to be gained will justify the expenditure of time and the little money that the apparatus may cost. In view of these facts, I have permitted the introduction of some forms of the work in a few departments of the city schools. The results have been most gratifying, and I would respectfully recommend that this matter be encouraged by the introduction

Digitized by Google

of some forms of physical exercise, in the schools under your management.

As a basis for uniform work in this subject I would recommend the adoption of "Physical Culture," by Hans Rasmussen, as a manual in the hands of teachers—the exercises to be given at such times as will not interfere with other work.

Teachers.

The teachers in our schools are largely selected from our graduates, many of them not having any other training, and I think we may refer to their success with some degree of pride, but that a year or two in a good training school before entering upon their duties, would greatly assist them, must certainly be granted. To insist upon this might work a hardship to some, but when we regard the importance of the teachers' duties, and the amount of error that is likely to attach itself to the work of the novice, the employment of inexperienced teachers certainly becomes a debatable question, at least. The call to-day is for teachers who are consecrated to the work, and the demand is for better preparation on the part of teachers.

Our teachers, for the most part, have been faithful in every particular, and have made effort to advance in proficiency in the duties of the school room. A few, apparently, have not realized the need of constant growth, or are not disposed to make the sacrifice necessary to advance-

Digitized by Google

ment. I have recommended the re-appointment of these with the hope that they will appreciate the favor and take hold of the work with greater zeal.

When teachers fail to do their whole duty, the remedy is with the Board.

With a view of aiding teachers we have kept up regular

Teachers' Meetings.

These have been held two or three times a month, as general meetings once a month, and grade meetings oftener.

The objects of these meetings have been

1. To increase our knowledge of the Science and Art of Edcuation, that teachers might better understand the aim of their work.

2. To suggest methods of instruction and discipline.

3. To incite to greater love for the work, and enthusiasm in the school room.

These meetings have been faithfully attended by the greater number of the teachers, and have been very beneficial to them. Thorough preparation for, and enthusiasm in the work are two very necessary qualifications of a successful teacher, and should not be overlooked in the employment of teachers.

To further aid the teachers in their preparation we have organized a Teachers' Library, which has been

Digitized by Google

utilized by many of the teachers, but, strange to say, some who need it most have used it least, and, with the consent of the board, I will suggest certain books for certain of the teachers to read and outline.

The following is the list of books in

Teachers' Library.

Errors in the Use of English. ..... Christie
Lay Sermons ..... Huxley
Education ..... Spencer
Kindergarten and Child Culture ..... Barnard
Lectures on Teaching ..... Fitch
Philosophy of Education ..... Tate
The Quincy Methods ..... Partridge
John Amos Comenius ..... Laurie
School Management ..... Kellogg
Louis Agassiz (2 vols.) ..... E. C. Agassiz
Lectures for Kindergartners ..... Peabody
History of Education ..... Painter
Educational Reformers ..... Quick
Lectures of Education ..... Joseph Paine
English of the Nineteenth Century ..... Carpenter
Education by doing ..... Johnson
Securing Attention ..... Hughs
On Teaching ..... Calderwood
The True Order of Studies ..... Hill
How to Study Geography ..... Parker

Digitized by Google

Education in the United States ..... Boone
Levana ..... Richter
Secret of Good Memory ..... Granville
Common Mind Troubles ..... Granville
Literary Landmarks ..... Mary E. Bert
Kindergarten Culture ..... Hilman
History of Pedagogy ..... Hailman
Reminiscences of Froebel ..... Von Bulow
Art of School Management ..... Baldwin
History of Pedagogy ..... Compayre
Bibliography of Teaching ..... Hall
Methods of Teaching History ... A. D. White and Others
Principles and Practice of Teaching ..... Johonnot
Talks with My Boys ..... Mowry
The Teachers' Psychology ..... Welch
Systems of Education ..... Gill
Education as a Science ..... Klemm
Outline Study of Man ..... Hopkins
Methods in Education ..... Rosinni
Habit in Education .....
Emile ..... Rousseau
Elements of Pedagogy ..... White
Manual Training ..... Jones
Mistakes in Teaching ..... Hughes
Childhood, the Text Book of the Age ..... Crafts
First Steps among the Figures ..... Beebe
Primary Object Lessons ..... Calkins

Digitized by Google

Universal Metric System.....Colin
Leonard and Gertrude.....Pestalozzi
History of Culture.....Hittal
Intellectual Development of Europe (2 vols.).....Draper
Garfield.....
1,000 Ways of 1,000 Teachers.....Smiles
Child's Book of Nature.....Hooker
Life of Pestalozzi.....Krusi
History of Education in the U. S.....Boone
Quincy Methods; How to Study Geography.....Parker

Special Teachers.

Five years ago we introduced Music and Drawing under a special teacher. Pupils have made much better progress under this plan than formerly, so that I have been well pleased with the change. Miss Wilson has done efficient work and the progress has been very good.

The work would be improved by a teacher for each of the two subjects, but this is now impracticable, hence is not recommended.

New Features.

The principal new features have been

1. More nature work in the grades, also a closer correlation of subjects. The outlines submitted will show this change more fully.

2. In the High School pupils have carried more

Digitized by Google

subjects at a time but fewer periods of recitations in each during the week. The advantage being that many of the subjects are made mutually helpful by being carried together and the more difficult parts of subjects are deferred until the puqils are more mature in thought.

Cadet Teachers.

With a view of preparing some of our young people for teaching in our school, I would respectfully recommend that at least two be elected as Cadet Teachers. These to hold a license from the County Superintendent, and give their full time in the schools and in such a way as the Superintendent may direct. Besides this work in the schools they will be expected to take charge of the school library, as they may be directed, provided that if they are asked to take charge of the library on Saturday, they may be excused from duty in the schools a corresponding time. I would recommend that this cadet work be for a full school year, that it include all substitute work, without extra pay, and that the Cadet is not eligible to appointment to fill a vacancy, during the term of Cadetship, but, if efficient, will have first claim to appointment to fill vacancies the following year. Such Cadets to be paid as the Board may decide.

Transfer of Grades.

I would further recommend that all eighth year pupils be transferred to the High School building.

Digitized by Google

My reasons for this change are as follows:

1. To bring the elementary grade into closer touch with the High School and thus to relieve the embarassment of taking up a new and more difficult line of work, as it appears to the elementary pupil.

2. That we may have the use of the apparatus and other working appliances of the High School, in Science, Literature and History work, thus lessening the expense of the schools.

3. That we may test the merit of deparmental instruction.

4. To economize in teaching force.

All the above claims I believe will be substantiated in practice.

High School.

It will be seen from the report that the High School reached an enrollment of 150 pupils, or about 10 per cent. of the entire enrollment. While this number is not satisfactory, yet it is increasing from year to year, the per cent of increase in the High School being much larger than the per cent of increase of school population, showing the growing tendency of our young people to take the higher course of work. This is probably due to change of methods in government and teachings, and improved advantages in the way of buildings and apparatus.

Digitized by Google

NEW HIGH SCHOOL BUILDING.

Our new building gives us ample room for special class exercises, and other advantages incident to High School work.

The building contains three school rooms, Superintendent's office, Library and Reading Room on the first floor; Assembly room, with capacity for two hundred desks, room to seat four hundred people, five recitation rooms on the second floor, with all necessary cloak rooms, and toilet rooms; connected with the Assembly room, by a small lobby, is the Physical and Chemical Laboratory, fitted up with thirty-two individual cabinets, and tables for dissecting and drawing in Biology and a sufficient number of Bausch and Lomb microscopes with other necessary apparatus. All these things inspire to better and more inviting work on the part of both pupils and teachers, and promise increased attendance and attention.

Commencements.

Three classes have finished the work in the High School since our last published report.

The Class of '94 was composed of five young gentlemen and thirteen young ladies.

The Class of '95 was the largest in the history of the school and was composed of five young gentlemen fifteen young ladies.

The Class of '96 was not as large as the

Digitized by Google

and '95, but was not deficient in attainment and efficiency notwithstanding the fact that there are none who had taken the classical course. The class was composed of three young gentlemen and eight young ladies.

The custom of having the class render the entire program has been kept up, and with very satisfactory results. As yet I do not see any good reason for changing. Schools that for some years omitted the public reading of exercises have returned to the custom.

The afternoon for the class exercises and lecture in the evening is quite acceptable to the public. As you know we left off the lecture for the Class of '96 and held the class exercises in the afternoon. I am able to report that all were quite as well pleased with this arrangement as with the former.

The following are the Programs of the classes above referred to:

Class of '94.

"Ad utrumque paratus."

PROGRAM.

Boxes.....John Jackson
Faith Gartney's Girlhood.....Harriet B. Cripe
The Best Endures.....Mabel Cramblet
National Greatness.....Geo. A. Larimer
Delusions.....Wilma Scranage
Attainment.....Iva Dunn

Digitized by Google

A Yawn.....Eva L. Minnich
Territorial Growth .....Robert E. Hyde
Not Yet.....Sibyl Overlease
Are We Spartans?.....Elizabeth Henkel
No Thoroughfare.....Jacob Wayer
Bargains.....Anna Romaine
Types.....Florence Dunn
Ideals.....Mary L. Defrees
"My Country 'Tis of Thee".....Florence Harper
The Fine Arts—Their sources of inspiration.....
.....Grace Weatherhead
Par Value.....Edgar L. Zigler
Fondness for a Shudder.....Bertha Conrad

Class of '95.

"Fax Mentis Incendium Gloriae."

PROGRAM.

Symposia:
Literature:
Influence upon the individual.....Susan M. Ogle
Influence upon the home.....Ella M. Tiedeman
Influence upon the nation, America. Nora McDonald
Influence upon the nation, England. Florence Hawks
History:
Facts of.....Wilber M. Fuller
Lessons of, as to war.....Vera Zoe Schurtz
Lessons of, as to citizenship.....Frank N. Hascall

Digitized by Google

Lessons of, as to government.....Pearl L. Pence
Philosophy of, as to failure.....Carrie B. Mills
Philosophy of, as to success.....Mennerca L. Rieth

Higher Culture:

The basis of success..... { Mary Walker / Will N. Bachelor

Not the basis of success..... { Charles Gross / Olive Milner

Art:

As to music.....Madge I. Tiedeman
As to oratory..... Clara Semans

Science:

History of.....Ethel Estella Boulton
Benefits of study of, Intellectual.....Leah Lindsley
Benefits of study of, Ethical..... ...Geo. Milner
The Philosopher's Stone.....Harriet Hopkins

Class of '96.

Light, More Light.

PROGRAM.

Invocation.....Rev. A. S. Preston

SYMPOSIUM OF CURRENT THOUGHT.

South Africa..... .....Myron C. Dow
The Cuban Question.....Retta A. Cripe
The New Woman.....Mary Belle Bungay
Irrigation..... .....Ethel Barbara Croop
Constitutional Government.....William Nymeyer
Northern Exploration.....Jennie M. Bitner

Digitized by Google

The American Trouble.....Clara Elizabeth Trautwein
The Language of the Future.....Clara Belle Johnson
The New Photography.....Sol Dembufsky
Foreign Immigration.....Clara Ellen Freshour
American Aristocracy.....Goldie Gem Hite
Address to Class.....Superintendent
Presentation of Diplomas...E. D. Chipman, Pres. Board
Benediction.....Rev. E. T. C. Bennett

MUSIC AND MUSICIANS.

Duet..... { May Crary / Eloise RuTon }
Chorus.....High School
Trio and Chorus.....Trio { Grace Morningstar / Zoe Shafer / Alma Leslie }
Girls' Chorus.....Pupils from Sixth and Seventh Grades
Violin / Clarinet { ..... { Platte Starr / Sam Starr }
Quartette..... { Miss Elizabeth Cunningham / " Jennie Butler / " Helen Barlow / Mrs. Bertha McGaw }
Accompanist.....Edna McBride
Director of Music.....Marion G. Wilson

By reference to the programs of '95 and '96 it will be seen that they are very unique in their arrangement, and purposes; they proved to be very popular and we received a number of compliments in regard to them from school people outside of the city.

Digitized by Google

Change of Course.

The Board decided, at the beginning of the school year just closed, to change the course of study, both as to time required and the arrangement of periods of recitation. It will be seen by inspection of the course (printed elsewhere) that the three year English course is dropped and a four year English-German course adopted; also that many subjects are carried longer with fewer periods of recitation each week. By the new course the pupil is required to receive a given number of credits in order to merit his diploma, and he may make these credits as rapidly or as slowly as he may desire. This, it is thought, makes the pupil more independent, and less hampered by class lines.

The course has proven very satisfactory to teachers and pupils so far as tried, and promises to be quite an improvement over the former course.

The change of course will lead to a reduction of the number of graduates next year.

The following are some of the advantages of the new arrangement:

1. An opportunity for some degree of correlation.

2. The more difficult parts of subjects are reserved until the pupil has reached the age of more mature thought.

These advantages are further shown in the outline of the High School course.

Digitized by Google

Lectures.

By the generous offer of Purdue University the High School was enabled to arrange for a series of lectures by the members of the faculty of the University. Four of these lectures were delivered, and one was defered until the opening of the next school year.

The teachers and pupils are certainly to be commended for their interest and enterprise in this direction, as the money was obtained almost entirely within the school.

The lectures were so helpful that it is hoped they may be continued.

Alumni.

The Alumni Association has become a permanent organization in every wide-awake High School, and the annual banquet is one of the most enjoyable society events of the year. The banquet of the Goshen High School Alumni for 1896 was one of the most enjoyable in its history and was participated in by an unusually large number of guests. Leonard Kapp, of Class of '91, was President, and he was ably assisted by Lewis N. Poyser of Class of '90, and Miss Bertha Conrad, Class of '94.

The Association showed its appreciation of the work of the officers by continuing them in office.

Digitized by Google

High School Graduates.

Class of 1875.

Christine J. Herring, C
Lida O. Murray, C

Class of 1

George A. Beck, C
Wil
Emma L. Butler, C
Ded
Eva Cowan, S
(Mrs. Failor.)
Minn
Thos. O. Cunningham, C
Emm

H. Beverle. S

Class of 187

Clinton J. Beck, S
Josie A. Jackson, C
Carrie S. Blaine, G
(Mrs. Parkhurst.)
Emma W. Perkins, C
(Mrs. J. Egbert.)
Clara F. Carmien, S
Belle A. Poyneer, C
(Mrs. Bouse.)
Nettie Crary, C
(Mrs. Wier.)

Class of 1880.

Jennie C. Blue, C
(Mrs. Brown.)
Mollie K. Messick, C
(Mrs. Mercer.)
Maggie K. Deutsch, C
(Mrs. Stauffer.)
Agatha R. Twomey, S
Kate C. Gortner, C
(Mrs. Beck.)
George S. Ricketts.
Lotta M. Henkel, S

Class of 1881.

Ella Knapp, S
Maggie C. Myers, C
(Mrs. Nold.)

Digitized by Google

Anna J. Beck, C
(Mrs. Butterfield.)
Jennie Clutter, C
(Mrs. Kelly.)
Etta Foster, C
Sadie E. Perkins, C
(Mrs. Miller.)
Lou C. Crary, C

Class of 1882.

I. Vesey, G C
Abbott, S
J. Neely, S
Florence E. Rush, C
Nellie F. Cunningham, C
Absalom D. Stouder, S

Class of 1883.

E. Stevens, S
J. Myers, C
Frank W. Hawks, C
Eugene Davis, C
Will C. Peters, C
Nellie Albright, C

Class of 1884.

Mable Anderson C
Rose Anderson, C
Vannie Henkel, C
Adelia Smith, C
Edith Hattle, C
(Mrs. Poyser.)
Frank Cunningham, C
Minnie Harper, S
(Mrs. Pixley.)

Class of 1885.

Leonard Brooks, S.
Charles Bartlemay, S
Fred Cunningham, S

Class of 1886.

Weston S. Beck, C
Maud Yates, S
(Mrs. Smith.)
Nellie M. Barlow, C
(Mrs. Jud England.)
Will S. Kindig, S

Digitized by Google

Chas. W. Foucht, S
Bertie M. Hattle, S
Chas. Wehmeyer, S
Grace L. Hawks, S
Chas. E. Vesey, S
Emma Ricketts, C
Herbert H. Gortner, C
Maud Biggs, C
Edith K. Thomas, S
(Mrs. Baker.)
Nora M. Yates, C
Clarence E. Hyde, C

Class of 1887.

Edward G. Walker, C
Nathan Manrow, S
Edward Harper, S
Ida Overholt, S
Charles Sims, S
Lotta Galentine, C
Charles Banta, S
Warren Chipman, S
Schuyler Hubbell, S
Ella Luke, S

Class of 1888.

Grace Galentine, C
Emma Cohen, S
(Mrs. Kreager.)
Jay Kerstetter, S
Anna Hattle, C
Mary Biggs, S
Ira Foucht, S
Lou Barlow, S
Loise B. Hawks, S
(Mrs. Swinehart.)

Class of 1889.

Elizabeth Dugdale, C
Wallace Cunningham, C
M. Zella Wilson, S
Louise Dugdale, S
J. Frank Seiler, S
Isabel Henkel, C
Orville Simmons, C
Maggie Rohrer, S
(Mrs. Meyers)
Lillie Kronk, S
Pearl Stoutenour, S
(Mrs. Will Dale.)

Digitized by Google

Clarence Hebert, S
H. DuWayne Toms, S

Class of 1890.

Robert C. Gortner, C
Lewis N. Poyser, C
George W. Winters, S
Frank V. Stump, C
Edwin L. Knox, S
Lew W. Smith, S
Mary C. Miller, S
Ina V. Kronk, C
Elizabeth Cunningham, C
(Mrs. Rieth)
Adaline Swartzbaugh, C
Lena Wolf, S
Carrie Weddle, S
Pamela Taylor, S

Class of 1891.

Will E. Hyde, C
George H. Harper, C
Truman H. Reasoner, S
Nellie McAllister, S
(Mrs. Luse.)
Inez M. Hudson, S
Ellen T. Burns, S
Will A. Banta, C
Len S. Kapp, S
Estella McDevitt, S
Helen M. Rockwell. S
Alice L. Harter, S

Class of 1892.

Thomas A. Davis, S
Harry Bishop, S
Lulu Carmien, C
Fred Irvin, C
Ella Burkey, C
(Mrs Hefner.)
Kate Jackson, C
Florence Lindsley, S
Emma Vail, S
Mary Scrannage, S

Class of 1893.

Will Beyerle, S
Bion C. Place, S

Digitized by Google

Charles Hattle, S
Charlotte Carmien, C
Will Mitchell, S

Class of 1894.

John Jackson, C
Harriet B. Cripe, S
Mable Crambiet, S
Geo L. Larimer, S
Wilma Scrannage, S
Eva L. Minnich, C
Robert E. Hyde, C
Sibyl Overlease, S
Elizabeth Henkel, S
(Mrs. Foster.)
Jacob Wayer, C
Anna Romaine, S
Florence Dunn, S
Mary L. DeFrees, C
Florence Harper, C
Grace Weatherhead, S
Edgar L. Zigler, C
Bertha Conrad, C

Class of 1895.

Susan M. Ogle, S
Ella M. Tiedeman, S
Nora McDonald, S
Florence Hawks, S
Wilber M. Fuller, S
Vera Zoe Schurtz, C
Frank Noble Hascall, S
Pearl L. Pence, S
Carrie B. Mills, S
Mennerca L. Rieth, S
Mary Walker, S
Will N. Bachelor, S
Charles Gross, S
Olive Milner, C
Madge L. Tiedeman, S
Clara Semans, S
Ethel E. Boulton, S
Leah Lindsley, S
Geo. Milner, S
Harriet Hopkins, S

Class of 1896.

Jennie M. Bitner, S
Clara E. Freshour, S
Ethel B. Croop, S
Myron C. Dow, S

Digitized by Google

William H. Nymeyer, S
Clara E. Trautwein, S
Sol Dembufsky, S
Clara B. Johnson, S
Retta A. Cripe, S
Goldie G. Hite, S
Mary B. Bungay, S

Conclusion.

Before concluding this report allow me to thank you, gentlemen, (and others who have been associated with you) for your uniform courteous treatment of me, and regard for my opinions. I assure you that your course has been a wonderful assistance in the manifold and responsible duties of my office.

Without the support and courteous regard of the School Board no Superintendent can accomplish the work that devolves upon him.

Respectfully submitted,

W. H. SIMS,

Superintendent of City Schools.

TO PATRONS.

I take this opportunity of again thanking the patrons who have given us their hearty support during the past years. We have been pleased with your visits, and have only wished there were more parents who visited, and their visits were more frequent. We are always glad to see you. Your visits encourage teachers and pupils. You can not judge of the efficiency of the school in any other

Digitized by Google

way. Honest criticism and fair measurement is what we desire; this can only be given after seeing what we are doing; not when we are in holiday attire, but in our regular class-work. If we are meeting your approbation, a kind word of commendation will do us good, and enable teachers and parents to understand each other better. The teaching force of the schools for the next year is, we hope, equal to any of former years, and we bespeak for the teachers the same generous support so kindly given in the past.

Respectfully,

W. H. SIMS.

Rules and Regulations

ADOPTED BY THE BOARD OF EDUCATION.

GENERAL RULES.

1. SCHOOL YEAR.—The time of commencing and closing the school year, also the time and length of vacations, shall be determined by the Board, due notice of which shall be given to the public.

2. RETENTION OF PUPILS.—There shall be no retention of pupils after 12 o'clock m., or 4 p. m., in any of the schools for the purpose of study, discipline or punishment, unless by special permission of the Superintendent.

3. TEXT BOOKS.—The studies required, and the text books used, shall be such only as may be prescribed by the Board, and each pupil must be provided with the

Digitized by Google

required books, or after due notice by the teacher has been given to the parents, be deprived of the privilege of attendance. When parents are unable to furnish the necessary text books, the Superintendent must be immediately notified of the fact by the teacher.

4. PUBLIC NOTICES, ETC.—No person will be permitted to enter any of the schools for the purpose of distributing any advertisement, or any other business notice.

5. RECEPTION OF PUPILS.—Pupils holding promotion cards shall be enrolled on presenting their cards to the teacher of the grade to which they belong. Pupils not holding cards must be reported to the Superintendent before enrollment.

6. FOREIGN PUPILS.—Foreign pupils not having been transferred, will be received into any of the schools (by conforming to the rules of reception) upon making application to the Superintendent, and paying in advance the requisite tuition fee.

7. BOARD MEETINGS, ETC.—The regular meetings of the Board shall be on the second Tuesday of each month during the school year at 7 o'clock p. m. The order of business shall be as follows: 1. Reading the minutes of previous meeting. 2. Communications. 3. Report of Superintendent. 4. Special orders. 5. Unfinished business. 6. New business. 7. Adjournment. Special meetings can be called by the President giving due notice to the other members of the Board.

Digitized by Google

8. BILLS.—No bills will be allowed unless regularly presented to the Board, and audited at a regular meeting.

9. PAY DAY.—The regular day for paying teachers' salaries for the previous month shall be on the first Saturday of each succeeding school month, at the Secretary's office.

10. COMPLAINTS.—Any person who is dissatisfied with the teaching, or who is aggrieved by the government of any teacher, must first apply to the Superintendent for redress. Should the Superintendent's decision not be satisfactory, an appeal may be made to the School Board; but no complaint shall in any case be made to, or heard by the Board except on appeal from the decision of the Superintendent.

SUPERINTENDENT'S DUTIES AND POWERS.

SEC. 1. The Superintendent shall act under the direction of the Board. To him shall be committed the general supervision of all the Public Schools, school houses, apparatus, and other property belonging thereto. To him shall be committed the methods of instruction, government, and general management that shall be practiced in the schools. He is specially charged with the strict enforcement of the rules and regulations of the Board, a copy of which he shall have placed in each school room. He shall keep regular office hours for the convenience of parents, teachers, pupils, and others desiring any information concerning the schools. He shall devote him-

Digitized by Google

self to the duties of his office, and perform such other official duties, not herein specified, as may be required by the Board.

SPECIAL POWERS AND DUTIES.

SEC. 2. Visiting Schools. — The Superintendent shall visit the different schools as often as his other duties will permit, note the methods of instruction and discipline used by each teacher, examine the classes at discretion, and give such aid and encouragement to teachers and pupils as circumstances may suggest. It shall be his duty, assisted by the teachers, to grade the schools, to distribute pupils to their appropriate districts, etc. He shall assign teachers their respective positions and duties, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

SEC. 3. Violations of Duty.—He shall check all violations of the duties of the school room, and not tolerate in teachers any irregularities or delinquencies, and in case of insubordination, gross neglect of duty, or other serious fault upon part of a teacher, he shall, if in his judgment advisable, suspend such teacher from duty, and report the case to the Board for final adjudication. He only shall have power to suspend pupils from school whose conduct or character is such as would injure the schools, or whose parents willfully neglect or refuse to co-operate

Digitized by Google

with the Superintendent or teachers in carrying out the regulations of the schools, or who encourage their children to neglect or violate the rules of the schools.

SEC. 4. Regulations —He shall make such regulations, subject to the approval, and not inconsistent with the rules of the Board, as he shall deem essential to promote the efficiency of the schools. It shall be his duty to see that every teacher is familiar with the rules and regulations of the Board, the course of study, together with the methods of instruction and discipline suggested in the course of study, etc.

SEC. 5. Examinations.—He shall have authority to hold, at any time, such examinations in any school as he may deem necessary to inform himself of its condition, and shall prescribe the time and manner of all other examinations of classes, and shall transfer pupils from one grade to another, as he may deem advisable.

SEC. 6. Pay Rolls.—He shall make out and present to the Treasurer of the Board, at the close of each school month, a pay roll for the payment of the teachers and janitors.

SEC. 7. Teachers' Meetings.—He shall have power to require teachers to attend such regular or occasional meetings as he may appoint, for instruction in their duties, methods of teaching and governing their schools, or for mutual improvement.

Digitized by Google

SEC. 8. Report of Teachers.—He shall report to the Board at the close of the school year, before the annual appointment of teachers, the average standing of each teacher in the school, as regards ability to teach and govern, and punctuality in attendance at school or at teachers' meetings.

SEC. 9. Transfers.---The Superintendent shall have power to transfer pupils from one district to another, in case such transfer be necessary for the relief of crowded rooms, or for purposes of discipline.

SEC. 10. Monthly Report.---He shall furnish the Board with a monthly report showing the enrollment, average attendance, per cent of attendance, and comparative standing of each school for the month, together with such other statistics, remarks, and suggestions as shall be deemed proper to acquaint them with the general progress of the schools.

SEC. 11. Records.---He shall record an annual summary from monthly reports, containing the entire enrollment of the year, the average attendance, per cent of attendance, and other important statistics after making his annual report to the School Board at the close of each school.

SEC. 12. Teachers' Meetings.---He shall meet all the teachers, or any portion of them, as often as he may deem it advisable for mutual consultation regarding the wants of the school.

Digitized by Google

SEC. 13. Days Taught.---He shall report to the Secretary of the Board the number of days taught by each teacher during the month.

GRADES OF SCHOOLS.

The public schools of the city shall be divided into Primary, Grammar and High School Departments. The Primary Schools shall comprise the first, second, third and fourth years of the course, and shall be divided into eight grades of one-half year each, which grades shall be thus designated: First year, Grades 1 A and 1 B; Second year, Grades 2 A and 2 B; Third year, Grades 3 A and 3 B; Fourth year, Grades 4 A and 4 B.

The Grammar Schools shall comprise the fifth, sixth, seventh and eighth years of the course, and shall be divided into eight grades of one-half years each, which grades shall be thus designated: Fifth year, Grades 5 A and 5 B; sixth year, Grades 6 A and 6 B; seventh year, Grades 7 A and 7 B; eighth year, Grades 8 A and 8 B. The letter A in each case shall designate the higher grade and the letter B the lower grade of each year.

The High School shall comprise the ninth, tenth, eleventh and twelfth years of the course, and shall be divided into four classes, which shall be thus designated: Ninth year, Freshman, Junior and Senior.

SEC. 2. School Year.—The school year shall consist of thirty-six weeks, exclusive of Christmas holidays. The year shall be divided into two terms.

Digitized by Google

SEC. 3. Holidays and Dismissals.—The schools shall be closed on Christmas and New Year's Days, on the afternoon of Decoration Day, and on such other holidays as the Board shall, from time to time, direct. Also in case of the death of an officer or teacher of the schools, all the schools shall be closed for the half day in which the funeral ceremonies shall be held.

SEC. 4. Daily Sessions.—There shall be two daily sessions in all the schools. In the District schools, the first session shall begin at 9:00 a. m. and close at 12:00 m. The second shall begin at 1:30 p. m. and close at 4:00 p. m.

SEC. 5. Dismissals.—Dismissals will be as follows: Forenoon, first year, 11:25; second year, 11:35; third and fourth year, 11:40; all grades above the fourth, 11:45. Afternoon, first year 3:25; second year, 3:35; third and fourth year, 3:40; all grades above the fourth, 3:45.

All pupils who are correct in deportment and recitation, will be dismissed at the time indicated above; for all others the sessions will be extended from five to fifteen minutes.

Gongs will ring as follows: 11:40 and 11:45 a. m.; 3:40 and 3:45 p. m. Schools dismissing earlier will be governed by the clock.

In the High School, the first session shall be from 9:00 a. m. to 12:00 m., and the second session from 1:30 to 4 p. m.

Digitized by Google

General dismissals in this grade may be made at 11:50 a. m. and 3:50 p. m.

ADMISSION.

SEC. 1. Age and Time of Admission.—In accordance with the provisons of the school law, children under six years of age shall not be admitted into any of the grades enumerated in Section 13 of these Regulations; nor shall beginners be admitted into the 1 B grade except at the opening of the schools, in September, or at the opening of the second term of the school year. Other pupils belonging to the school city may be admitted at any time to the grades for which they are qualified.

SEC. 2. Tuition Pupils.—None except children or wards of actual residents, or of persons transferred to the city for school purposes, shall be admitted to the schools free of charge; but children or wards of non-residents may be admitted to any of the schools for which they are qualified, if they can be accommodated without discommoding resident pupils, by paying the following rates of tuition:

Primary Schools.....30 cts. per week.
Grammar Schools.....40 " "
High School.....50 " "

SEC. 3. High School.---Admission to.---No one shall be admitted to the High School as a pupil who shall not have completed in a satisfactory manner, the course of study of the district schools of the city, or a course of

Digitized by Google

study equivalent thereto in the branches of study usually known as Common School branches.

DUTIES OF PRINCIPALS.

1. The principals shall have supervision of their respective buildings. They shall aid teachers in their work and shall be held responsible for the enforcement of the rules of the Board, and shall strictly carry out the instructions of the Superintendent.

2. They shall call the attention of the Superintendent to any delinquencies of teachers or janitors, and report to him any pupil guilty of continued misconduct.

TEACHERS AND THEIR DUTIES.

1. Rules, etc.—It shall be the duty of teachers to make themselves familiar with all the general rules and regulations of the schools, and to co-operate with the Superintendent and Board at all times in securing their observance.

2. Criticism, etc.—It shall be the duty of each teacher to abstain from promiscuous criticism respecting the teaching ability or moral character of any of the teachers with whom he or she is associated, and from casting reflections upon their work, or governing capacity, at any other place than in regular teachers' meeting when all parties are present, provided that Principals may report deficiencies of assistants to the Superintendent at any time.

Digitized by Google

3. Devotion to Work.—Teachers are required to devote themselves faithfully, and during school hours, exclusively, to the duties of their office; to prepare themselves especially for each daily recitation, and to labor for the advancement of their pupils in study, and for their moral, social, and physical well being. No teacher shall be allowed to employ the time outside of school hours in any manner which will in the opinion of the Board, interfere with his or her efficiency or usefulness as a teacher of the Public Schools.

4. Teachers' Meetings.—Teachers are required to be prompt in attendance at all regular and special teachers' meetings called by the Superintendent, and perform such duties at these meetings as may be assigned them.

5. Records and Reports.—Teachers shall keep such School Records and make out such School Reports as are required by the Superintendent, with care and accuracy.

6. Admissions and Dismissals.—No teacher shall be permitted to admit a pupil into a school, or to dismiss one therefrom, except as directed by the Superintendent.

7. They shall not dismiss their schools before the hours designated by the Board, and the teachers of those schools having *special* hours for dismissal must remain in their rooms until time for regular dismissal of other grades. Such time may be employed in preparation of work, or making reports.

8. Complaints, etc.—When parents are dissatisfied

Digitized by Google

with the treatment of their children, teachers shall not permit them to make their complaints in the presence of their scholars, but shall respectfully refer them to the Superintendent.

9. Teachers Responsible.—Teachers will be held responsible for the order, attention, deportment, and for the regular and punctual attendance of the pupils under their respective charges. In extreme cases, only, shall they report pupils for discipline to the Superintendent. They shall carry out the wishes of the Superintendent in all matters relating to classification, methods of instruction, and discipline, and aid in preserving order about the school premises and in the halls of their respective buildings.

10. Injuries.—Teachers shall be held reasonably responsible for injuries done to the rooms or buildings wherein they teach, as well as the furniture contained therein, and shall take all possible precautions that no damage be done to either.

11. Promptness, etc.—All teachers shall be at their respective rooms at least twenty minutes before opening school in the morning and afternoon. They shall not permit disorder or rude conduct in their rooms at any time, and shall not allow pupils to remain in the school room without their presence, except by some regulation approved by the Superintendent.

12. Resignations and Dismissals.—No teacher shall

Digitized by Google

have the right to resign during the term for which the appointment was made without giving at least two weeks' notice to the Board. The Board reserves the right to dismiss any teacher for violation of rules, unfitness, or incompetency, at any time.

13. Special Rules.—Teachers may establish special rules for securing good order in their respective rooms, subject to the approval of the Superintendent.

14. Programmes of Recitations.—Each teacher shall post in a conspicuous place in his or her school room a program of recitations and studies of the several classes, and shall furnish the Superintendent with a duplicate copy of the same, and duly notify him when it shall seem desirable to make any change.

15. Ventilation of Rooms, etc.—Teachers shall give vigilant attention to the health and comfort of pupils while in the school rooms, keeping the temperature of their rooms in winter from 65 to 68 degrees Fahrenheit. A regular system of ventilation shall be practiced in winter as well as in summer, by which air in the rooms shall be effectually changed at proper intervals, and at the close of each session.

16. Tardiness and Absence.—When any pupil of the school shall be absent or tardy it shall be the duty of the teacher at the close of both the morning and afternoon sessions each day to notify the parents or guardians of such pupils, without exception, of such absence or tardi-

Digitized by Google

ness. The first and second notice may be sent by a pupil, but the third in any consecutive four weeks shall be served by the teacher in person.

17. Modification of Rules.—Teachers shall make proper modifications in their discipline, and in the application of rules in the case of pupils who have ill health or physical deformities.

18. Dismissal of Pupils.—In no case shall a teacher dismiss a pupil earlier than the usual hour for closing school, or for any day, or part of a day, except in cases of sickness, without the written or personal request of the parent or guardian.

19. Opening Exercises.—The opening exercises each morning shall consist of singing, reading of the Scriptures, and prayer, in each school according to the discretion of the teachers, and shall not continue over ten minutes.

20. Pupils who Remain at Noon.—Each teacher shall make a list of the pupils of his or her school who may wish to remain at the school building at noon, with the reason in each particular case therefor, and report the same to the Superintendent. Accomodations will be provided for such pupils under specific grounds.

PUPILS AND THEIR DUTIES.

1. Diseases.---No pupil shall be received or continued in school, who is known to be affected with a contagious

Digitized by Google

or infectious disease, or coming from a family where such disease prevails, or who has been exposed thereto. Pupils who have been thus affected or exposed will be received into school only by presenting the teacher with a certificate from the Board of Health.

2. Punctuality, etc.—Pupils are required to attend school punctually and regularly; to conform to all the rules of the school; to observe good order and propriety of deportment, to be diligent in study, respectful to teacher, and kind and obliging to school-mates; to be neat in person and attire; to keep their seats, desks, and the floor about them tidy; to be orderly on the streets in going to and from school; and to refrain entirely from profane or improper language of every kind; from drawing, writing, making or indicating in any way any improper or vulgar representation within the school rooms, or on any of the school buildings or premises; and to abstain from the use of tobacco in any form whatever about the school premises.

3. Defacing Buildings.—Pupils who shall be guilty of defacing or injuring any school property, either by writing, drawing, marking or cutting thereon, or by any other means, shall be required to pay in full for repairing all such damage, and in default of which, after the parents or guardian have been duly notified, they shall be suspended from school to await the action of the Board.

4 Assembling and Leaving.---Pupils are not permitted to assemble either morning or afternoon about the

Digitized by Google

school yards, or in front of the school buildings, or upon the school grounds, previous to the opening of the gates by the janitors, when they are to proceed quietly to their school rooms, and are to leave the premises immediately after dismissal in a quiet and orderly manner.

5. Supplies.---Pupils must comply with the ninth section of general rules regarding text-books and other necessary school utensils; provided that no pupil shall be excluded from school for such cause as there set forth unless the parent or guardian has been furnished by the teacher with a list of books and other articles needed, and one week shall elapse after such notice without the pupil obtaining such books.

6. Absence or Tardiness.—When pupils have been absent or tardy during any session of school, they shall present to the teacher on returning to school the next session following such absence or tardiness, a written excuse signed by the parent or guardian of such pupils. In case of prolonged absence the excuse is to be presented on their return to school.

7. Limit of Absence and Tardiness.—Any pupil who shall be tardy four times, or absent four half days (one tardy mark counting the same as one absence) in any four consecutive weeks, without valid excuse from parent or guardian, given in person or by written note, shall forfeit his seat in school, such suspension to remain in force until satisfactory assurance is given that attendance as far as

Digitized by Google

possible will be regular thereafter, and the pupil has obtained written permission from the Board and Superintendent to return.

8. Truancy.—Leaving school at any time during a session without the permission of the teacher, remaining on the school grounds after school has been called, leaving the school grounds after having assembled thereon previous to the opening of any session without the consent of the teacher, leaving the school premises on account of being tardy, or non-appearance at school without the knowledge or consent of parents or guardians, shall be treated as truancy, which is punishable by suspension from school for each offence, unless a valid excuse can be rendered for such conduct.

9. Referred to Superintendent.—When the pupil has been absent or tardy and returns to school without an excuse the second time, he must be referred to the Superintendent.

10. Cause for Suspension.---Any pupil who is irregular in attendance without good cause, frequently tardy, guilty of truancy, habitually quarrelsome or malicious, purposely neglectful of studies and the rules of school, or guilty of open disobedience or insuborination, or who indulges in the use of profane or improper language, or whose general conduct is injurious to the interests of the school, may be suspended by the Superintendent, or expelled by the Board.

Digitized by Google

11. Excuses.---Sickness of the pupil or of the family, necessary absence from town, or other urgent reasons rendering attendance impossible or extremely inconvenient, shall be deemed the only satisfactory grounds of excuse for absence or tardiness.

12. Pursuit of Regulation Studies.---Pupils shall be required to pursue the regular studies of the classes to which they belong (unless excused for valid reasons by the Superintendent) and must not relinquish any study which may have been commenced, without the consent of the Superintendent, and must not bring to school miscellaneous books, periodicals, or papers, only as directed by the teacher.

13. Private Instruction.---Any pupil may study a subject under a private teacher, and recieve credit for the same on the course, *provided* the examination is equal to that of the regular class.

14. Falling Behind in Classes.---All pupils who have fallen behind in their classes by absence, irregular attendance, or indolence, shall be placed in a lower grade at the discretion of the Superintendent.

15. Miscellaneous Exercises.---Pupils shall take part in miscellaneous exercises consisting of writing and reading essays, declamations, reciting selections, etc., as directed by the teacher of the school to which they belong, unless excused for valid reasons.

16. Fire Arms.---Pupils shall be prohibited from

Digitized by Google

taking fire-arms or other dangerous weapons upon the school grounds.

17. Restoring Pupils.---Pupils who have been suspended from school may be restored at the discretion of the Board and Superintendeut, if the parents or guardians of such pupils make due application to the President or Secretary for restoration, and appear with the pupil or pupils suspended at a meeting of the Board, appointed for this purpose.

18. Observance of Rules.---These, and other more special rules that may be announced from time to time by the Superintendent or teachers, must be carefully obeyed under penalty of being deprived of the privilege of the Public Schools for persistent violation of them.

JANITORS AND THEIR DUTIES.

1. Janitors shall keep the school buildings and outhouses thoroughly cleansed, and the premises in good condition; shall attend to the heating apparatus throughout the season requiring their use in warming the different apartments of the school buildings, by supplying them with fuel, and keeping the same in proper condition for warming purposes, and shall receive and deposit the fuel, and attend promptly to all requirements of the Board and Superintendent.

2. They shall see that all windows, doors, and gates, in the school buildings, out-buildings, and on the school

Digitized by Google

premises, are properly closed and fastened, and that all fires are safe, before leaving the premises after the close of the afternoon session.

3. They shall ring the bells at such time and in such manner as the Superintendent may direct.

4. They shall open the doors twenty minutes before the opening of school, both forenoon and afternoon.

5. They shall attend to the filling and cleaning of ink-wells, cleansing of blackboards, and see that there is a supply of ink and crayons on hand for the use of the schools.

6. They shall report to the Superintendent all persons whom they may detect damaging any of the school property, using profane or indecent language, or in engaging in any improper conduct, in or upon the school premises, or on their way to or from school.

7. They shall, each day, sweep and dust all the apartments, and during the winter season, shall clean, immediately after a fall of snow, the platforms, steps and walks about the school buildings.

8. The Janitors shall remain on the premises during the day, aid in preserving order in the halls while pupils are assembling, or at other times as directed by the Superintendent.

9. They shall mop the floors once a month, at least, and oftener if so instructed by the Superintendent.

Digitized by Google

Course of Study.

READING AND LITERATURE.

1 B Grade.

Chart lessons, or their equivalent, developed from lessons in nature work, and stories told by the teacher. Easy sentences and paragraphs from myths and fables. Nature stories. Much black board work, as soon as pupils have sufficient vocabulary.

1 A Grade.

First Reader, part second. Lessons founded on nature work, myths and fables. Children's sentences, suggested by stories told by the teacher.

The following stories are suggestive select stories, suited to season of the year, and to correlate nature work:

The Old Woman and Her Pig. The Anxious Leaf. How the Leaves Came Down. The Golden Rod and Aster. The Gentian Myth. The Fir Tree. The Unhappy Pine Tree. The Little Match Girl. The North Wind. Eskimo. The First Snow Fall. The Story of the Snow Flake. The Chipmunk. The Palace of Alkinoos The Swan Maidens. The Fox and Stork. The Little Brown Jug. How Robin Got His Red Breast, etc. Selections from Cyr's First Reader. Heart of Oak, and Bass's Nature Stories. History stories suggested in history outline.

Digitized by Google

2 B Grade.

Second Reader to page 84. Special selections to suit season and correlate other subjects. Selected stories. Tale of Two Heroes. Folks of Other Lands. The Barefoot Boy. Why the Leaves Change Their Color. Butterfly Story. An Old Story from Tadpole Land. Many similar stories suited to the general work before the class. See Cyr's Second Reader. Little Folks of Other Lands. Stories from Plato. Leaves and Flowers. Nature Stories.

2 A Grade.

Second Reader completed. Practice in reading at sight. Stories repeated by teacher and pupils, reproduced from memory and read by pupils. Stories selected from sources suggested in 2 B Grade and same plans and purposes in view. See history outline.

3 B Grade.

Third Reader to page 66. Special selections to suit season and correlate other subjects. A few selections for special drill. Written descriptions of familiar objects to be read in class. Three Golden Apples. The Paradise of Childhood. The Birds' Christmas Carrol. Waiting to grow. The Transplanted Flower. The Pomgranite Seeds. The Pigmies. Selections from American Poets. See history outline. General suggestions same as 1st and 2d Grades.

Digitized by Google

3 A Grade.

Third Reader to page 115. Other work as suggested in 3 B Grade.

4 B Grade.

Third Reader to page 171. Selections suited to the other work. Culture Poems. Tales of Troy. Bryant's Return of the Birds and Gladness of Nature. Whittier's Barefoot Boy. Selections for Drill. Stories prepared by the children from other work.

4 A Grade.

Third Reader completed. Selections and drill similar to 4 B Grade.

5 B Grade.

Fourth Reader. Selections to correlate other work. Supplementary reading from books and magazines. See history outline.

5 A Grade.

Fourth Reader to page 128. General suggestions as in 5 B Grade.

6 B Grade.

Fourth Reader to page 203. Supplementary reading as suggested in other grades. Culture selections. Grandfather's Chair, part 2nd. Burrough's Sharp Eyes.

6 A Grade.

Fourth Reader completed. Drill and selections as suggested in 6 B Grade.

Digitized by Google

7 B Grade.

Fifth Reader. Selections from first 175 pages. Grandfather's Chair. The Great Stone Face. Ulysses Among the Phoenicians and similar stories.

7 A Grade.

Fifth Reader. Selections from the last half of reader. Selections from standard authors. The Battle of Bunker Hill. Poems and stories of the revolution.

8 B Grade.

Selections from Fifth Reader and best authors, with view of culture in language. Snow Bound. Miles Standish. Lady of the Lake. Evangeline, etc.

8 A Grade.

Similar course to 8 B Grade.

The above outlines are meant to be suggestive only.

The following summary is meant to help to centralize the effort of the teacher.

Second and Third Readers.

1. Preparation.---a, Ends or results. 1. Recognition of words at sight. 2. Their correct and easy utterance. 3. Their form element. 4. Their meaning and use. b, Means. 1. Writing all new words. 2. Reading copied words. 3. Spelling. 4 Teaching the meaning of words. 5. Their use in original sentences.

2. Sentence Reading.---a, Grasp of thought and feeling.

Digitized by Google

Fourth and Fifth Readers.

1. Word drill. a, Spelling; b, Punctuation; c, Pitch; d, Force; e, Clearness; f, Resonance.

Teach the selections in the Readers so as to lead to a desire to read more from the different authors of the selections, and thus lay the foundation and desire for the study of English Literature.

All reading work should supplement work in other subjects.

SPELLING.

1 B Grade.

Words from the reading lessons; test spelling in sentences; frequent oral drill.

1 A Grade.

Words from the reading lessons; test spelling in sentences; frequent oral drill.

2 B Grade.

Let each written exercise be a lesson in spelling; special drill from spelling lessons in readers; test spelling in sentences; frequent oral spelling. Teach type words as basis of pronunciation.

2 A Grade.

Suggestions same as 2 B Grade.

3 B Crade.

Lessons from lessons in other subjects; accent; syl-

Digitized by Google

lables; definitions; frequent oral spelling by letter and by sound; note the spelling of all new, and also difficult words.

3 A Grade.

Suggestions same as for 3 B Grade.

4 B Grade.

General suggestions same as for third year For teaching pronunciation see suggestions on key words elsewhere.

4 A Grade.

Same as 4 B Grade.

Begin use of dictionary in 4 B Grade

5 B Grade.

Drill similar to former years; special work; Indiana Speller, pages 20 to 42 inclusive; frequent oral spelling by letter and by sound.

5 A Grade.

General work as outlined for 5 B Grade. Indiana Speller, pages 43 to 63 inclusive.

6 B Grade.

Indiana Speller, pages 64 to 78 inclusive.

6 A Grade.

Indiana Speller, pages 78 to 92 inclusive.

7 B Grade.

Indiana Speller, pages 93 to 110 inclusive.

Digitized by Google

7 A Grade.

Indiana Speller, pages 111 to 128 inclusive.

8 B and 8 A Grades.

Lessons arranged from difficult words in other lessons; derivation of words.

Special:—Let there be frequent oral spelling in all the grades. Continual drill in sounds, as basis of pronunciation. Use the dictionary in all grades, including fourth grade and up.

HISTORY.

The child is the future citizen; as a citizen he will be associated with and related to humanity. In such relations he has certain personal rights, and certain rights he must acceed to others. From history he is to learn what has been and what is best for the individual and for man. The first he learns in biography; the second, the general activities of man, in national life.

The child learns best concretely, hence the study of individuals in biography, and the study of concerted action in familiar holidays, etc.

1 B Grade.

Stories of Columbus and Washington; stories and poems of Thanksgiving and Christmas; Boys who lived long ago.

1 A Grade.

Stories of Washington, and Lincoln, and other Amer-

Digitized by Google

ican historic characters; patriotic poems; stories of Fourth of July and Decoration Day; Indian life; Hiawatha as a basis.

2 B Grade.

Robinson Crusoe (orally); stories of Columbus; stories of early colonial settlers; Thanksgiving and Christmas stories; poems and stories, æsthetical and ethical.

2 A Grade.

Stories of Washington; stories of Longfellow, in Cyr's Second Reader; stories of frontier life; national holidays; Darrius; Hiawatha; Pocahontas. Let children reproduce these stories orally and in writing, giving spiritual interpretation (this in all grades.) Children write imaginary stories of their own.

3 B Grade.

Historic Myths—teacher observe effect; stories of Columbus; stories of invention; Hiawatha; Tales of Troy; National holidays; stories of Whittier; stories of Bryant.

3 A Grade.

Stories of historic Americans—Washington, Lincoln, Grant, etc.; Longfellow stories (Cyr's Second Reader.) Stories of travels and discoveries, in our own and other countries; stories of invention—clocks, watches, printing, glass making; poems, æsthetical and ethical, in both grades.

4 B Grade.

Stories of Gods and Heroes; Mithology; stories of

Digitized by Google

DeSota, Hudson, LaSalle, Magellan; Pioneer history stories; tales of Troy.

4 A Grade.

Suggestions same as 4 B Grade. Culture stories and poems in both grades.

5 B Grade.

Discoverers, explorers and colonizers of America; customs of early settlers in the colonies; in the west; Norse Mythology; settlements in north and south—compare; difficulties with the Indians; Indian life and warfare.

5 A Grade.

Same as 5 B Grade. Covering period from 1600 to 1750. Jesuits in America.

6 B Grade.

Discoverers, explorers and colonizers of South America—compare colonizers of North America with those of South America. (Text book in hands of pupils.) Stories similar to those in 5th grade; history of England as connected with the early history of America.

6 A Grade.

From colonization period to Revolutionary War; stories of period leading pupils to group facts about heroic characters of period; stories connected with the lives of leading characters in the Revolution; speeches in Continental Congress.

Digitized by Google

7 B Grade.

The Revolutionary period to the inauguration of Washington; biographies of prominent characters; ethical lessons from the same; study further the effect of the institutional life of the settlements from the various nations; stories of the Revolution, with view of showing personal sacrifices of the people and developing admiration for the spirit of patriotism, thus leading to sympathy with the struggle for independence, and appreciation of the liberties we enjoy.

7 A Grade.

From the inauguration of Washington through the War of 1812; Civics, as shown in Articles of Confederation; weakness of the same, and final adoption of the new constitution; speeches and literature of the time.

8 B Grade.

Brief review of 6th and 7th years; study more carefully the conditions that lead to the discovery and colonization of America; the differences of the people and their institutions in the colonies, and their unity in the sentiment that led to independence; steps that led to the Union; study literature of the period that encouraged the spirit of liberty.

8 A Grade.

The administrations from 1812 to the present time; principles of civics involved during this period; matters

Digitized by Google

that led to the Civil war; show war inevitable; effect on future history. Poems and stories of piriod as factors in formation of history; developments of national life and resources.

1. The development of national life and resources should continually be in the mind of teacher and pupils. Wars should be studied only so far as they show progress in ideas and efforts. The period from 1815 to 1835 is especially rich in events showing material development, and the various social movements, as the temperance society, abolition society, etc., of these and the following years, will set forth the struggle of ideas and the advance of public sentiment. Such books as McMaster's History of the United States, which cite the authorities from which the facts are obtained, will be of the greatest service. Bryce's American Commonwealth. Bryant's History of the United States. The American Conflict. Von-Holst's Constitutional History. Political History of the United States.

2. Bunker Hill Oration.—This oration of Mr. Webster's will justify a careful study, both as a masterpiece in style and as a formal expression of the thought of the people at the period completing the first half century of national life.

3. Civics.—At the beginning of the year's work there should be a review of the period 1783 to 1815 distinctively as a study of civil government. This will best

Digitized by Google

prepare pupils for a just appreciation of the development going on under these institutions, and the great questions arising in the conflicts of parties and the culmination in the Civil War.

GEOGRAPHY.

1 B Grade.

Earth and Sky.—Directions; cardinal points; semi-cardinal points; position; by familiar objects. See nature work.

1 A Grade.

Position; by use of various objects in the room; about the buildings and grounds; map of school room; familiar animals and familiar products. See nature work.

2 B Grade.

Review first year lessons; map of school grounds; develop idea of foot, yard and rod by measurement in connection with objects in room and school ground. See nature work.

2 A Grade.

Map of that part of the city in which the court house is situated, including two squares in each direction. See nature work and history.

3 B Grade.

Review work of second year. Learn names of principal streets of the city. Elkhart county, boundaries of

Digitized by Google

townships; location of lakes, rivers, cities and towns; natural and manufactured products. See nature work and history.

3 B Grade.

Indiana; shape, size, rivers, railroads, towns, cities, leading industries, public institutions; outline map of county and state; geographical readings, "The World and Its People." See nature work and history.

4 B Grade.

Brief outline of North America, Central States, Eastern Division. Study brook, river, lake, hill forms; emphasize slope. Products as suggested by outline. Study effects by freezing, erosion by water, wind. See nature work, history and reading.

4 A Grade.

Central States, Western Division. Same as in 4 B Grade. Let pupils relate in connected form what they know about a given topic. Encourage them to make the story as attractive as possible. Write topic frequently. Study one state exhaustively as typical of others. See nature work, history and reading.

5 B Grade.

Review North America; extensive study of Mississippi Valley; grain products. Complete geography New England States; Middle States; Southern States; Eastern Division. Study one state of each group as type. See outline. See nature work and history.

Digitized by Google

5 A Grade.

Southern States, Western Division, Pacific States and Territories, including Alaska and District of Columbia, Mexico, Central America, West Indies. Suggestions same as in former Grades.

The following books are suggested as valuable for reference and supplementary reading: American History Stories, Pioneer History Stories, Stories of Industry (Nos. 1 and 2), The Wild North Land, Zigzag Journeys in Northern Lands, Great Grandmother's Girls in New France, Ice Zones, Zigzag Journeys in the Great Northwest, Alaska and its Resources, Our Arctic Province, Along Alaska's Great River, A Lady's Life in the Rocky Mountains, The Yellowstone, Story of the American Indian, Pilgrims and Puritans, Uncle Tom's Cabin, Travels in Mexico, Vagabond Life in Mexico.

6 B Grade.

South America, as a continent and its political divisions; eight weeks. See outline.

Supplementary reading: Boy Travelers in South America, Three Vassar Girls in South America, Brazil and the Amazon, A Journey in Brazil, Our Neighbors, The world and its People, Vol. IX; Cortez and Pizarro.

6 A Grade.

Europe.—The Continent and its political divisions. See outline.

Supplementary reading: The United States and

Digitized by Google

Foreign Powers, Zigzag Journeys in Europe, Holland and ths Scandinavians, Brave Little Holland, By-Ways or Europe.

Outline study of Asia, Africa and Oceanica.

7 B Grade.

Asia, Africa and Oceanica.—Study nations and national possessions; Asia, the cradle of man; origin of the Aryan race; the Euphrates and the Nile in their historic relations, The World and its People (Vols. 7 and 8), stories of Troy.

7 A Grade.

Review North American and United States, commercial relations of the United States with the world, taking one continent at a time; location of cities most important in commercial, historical and political relations; mathematical geography, isothermal lines and zones, plant zones, zoological belts.

Make use of reference books in library in preparing special subjects in the sixth and seventh years. Map drawing from memory, and map modeling throughout geography course. Stories of Norseland, stories of Greece, Rome, Germany and Old England.

GEOGRAPHY OUTLINE.

FOURTH YEAR.

1. Government.—a. Town. b. City. c. Township. d. County. e. State. 1. Name officers of the above and how elected. 2. Give divisions of each.

Digitized by Google

2. Position.—a. Bound by land and water divisions. b. Relative position, as to other divisions previously studied.

3. Capital.—a. Location. b. Size. c. Public buildings there. d. State offices there. e. How to go there. 1. From our homes. 2. From some place of importance. Is it the largest city in the state?

4. Rivers.—a. Source. b. Mouth. c. General course. d. Cities on Banks. e. If navigable, how far?

5. Cities.—a. Location; 1, positive; 2, relative. b. Size. c. Public Building. d. Leading industries of the people. e. Manufactories. f. How to go to each city.

6. Occupations. a. In the country. b. In the cities. c. On the rivers and lakes.

7. Products.—a. Natural. 1, Mineral. 2, Vegetable; a. Used for food; b. Used for fiber. 3, Animal. a. Domestic; 1, Used for food. 2, Not used for food; 3, Used for fur; b. Manufactured; 1, Mineral; 2, Vegetable; 3, Animal.

SIXTH AND SEVENTH YEARS.

The Continent.—1, Position; 2. Bound by meridians and parallels, b. Bound by land and water divisions.

2. History.—a. When first settled or discovered. b. General advancement of civilization. c. Changes made by man.

3. Characteristics.—a. As to climate. b. Peculiar

Digitized by Google

products. c. Sea coast advantages. d. Inland water advantages. e. Advantages from position.

4. Surface.—a. Highlands. b. Lowlands.

5. Drainage.—a. Rivers. b. Lakes. c. Canals. d. Ditches.

6. Border Waters.—a. Gulfs. b. Bays. c. Straits. d. Channels.

7. Climate.—a. Healthful or unhealthful; b. Causes. c. Peculiarities.

Political Divisions.—In addition to the above observe the following:

1. History.—a. When organized. b. Form of government. c. Improvement. d. Subdivision of each political division.

2. Life.—a. Vegetable: 1, Used for food; 2, Used for fiber; 3, Not used for either food or fibre. b. Animal: 1, Domestic—a, Used for food; b, Not used for food; 2, Wild—(a) Used for food; (b) Not used for food; (c) Used for furs---(d) Not used for either of the above. c. Human---1, Race: a, Peculiarities; 2, Nationality: a, Peculiarities. 1, As to feature; 2, As to dress; 2, As to manners; 4, As to language; 5, As to religion.

3. Products---a, Natural. 1, Mineral; 2, Vegetable; 3, Animal. b, Manufactured; 1, Mineral; 2, Vegetable; 3, Animal. c, Peculiar products. d, Most important product.

Digitized by Google

4. Exports---a, Natural. b, Manufactured.

5. Imports---a, Natural. b, Manufactured.

6. Prominent Cities---a, Location. 1, Reasons for location and growth. 2, Leading industries. 3, The people.

7. Journeys---a, By railroad. b, By water. c, By railroad and water.

8. Comparisons with Divisions Previously Studied. a, In size; b, Natural advantages; c, Artificial advantages; d, Cities and towns; e, Relative divisions with regard to better known divisions.

ARITHMETIC.

1 B Grade.

Combinations of numbers, with objects, from 1 to 6 inclusive. Ready recognition of numbers of objects. Write numbers to 50. Roman numerals to 10. Single things. Work all with objects. Problems from many sources. Fractions, 1-2, 1-4, 1-6, 1-8. Teach inch, foot measurement with same---square foot, square yard; pint, quart and gallon; day, week, month; problems in gain and loss. Limit problems to ten minutes; time by clock. See Ginn's Manual.

1 A Grade.

Combinations of numbers from 6 to 12 inclusive; recognition of groups of objects; problems based on form and nature work; fractions 1-2, 1-3, 1-4, 1-5, 1-6, 1-8, 1-10;

Digitized by Google

relation of one fraction to another, as 1-4, 1-2 of 1-2; halves of units of measure; apply knowledge of measuring, square measure, as square foot, etc. Solids (make of clay) paper, fold, cut; peck, half bushel, bushel; ounce, pound; parts of units of measure. Time: week, month, year, hours and minutes, as wholes, and as parts of other measures of time. Practical problems, including fractions to 1-10. Relate number work to other work. Write in figures to 100; in Roman to 50. Pieces of money in 1 B and 1 A by making change.

2 B Grade.

Write numbers to 500. Teach numbers 11 to 15 inclusive. Follow outline of first year as to measurements, lines, area, volume, capacity, waight, time, value. Work advanced to suit growth of pupil; fractional parts to 1-12; teach pupils to see numbers, which meet in the centers 8, 12, 16, 18. Roman numerals to 100. See Ginn's Manual for addition and subtraction, making change.

2 A Grade.

Writing numbers to 1000. Teach numbers from 15 to 20 inclusive; parts of dollar; continue measurements, including some fractional quantities. Confine exercises to numbers of two terms---addition and subtraction. See Ginn's Manual. Numbers in which others center, 24, 27, 32, 36, 38. General suggestions as to measurements, etc., in former grades. Relate other subjects by making problems based on them. Roman numerals indefinitely.

Digitized by Google

3 B Grade.

Reading and writing numbers; principle of carrying introduced in addition and subtraction. Signs; multiply and divide by 2 to 5 inclusive; buying and selling; making change; drill in rapid work; less concrete work; drill in processes; problems from other work, thus relating, and if possible, correlating the work, Insist upon accuracy and rapidity. Measures and weights continued; dry measure, linear measure to rod; U. S. money. See Ginn's Manual.

3 A Grade.

Reading and writing numbers; multiply and divide by 6 to 12 inclusive; business transactions, including fractions to 1-16. Use short division; frequent mental exercises in this and all former grades. See former grades for suggestions as to source of problems. See Ginn's Manual. Tables of measurement, dry measure, time, long measure, avoirdupoise weight, money.

4 B Grade.

Review addition, subtraction, multiplication and division eight weeks, giving two weeks to first two and six weeks to last two; long division; factors and divisors; based on numbers as centers; fractions of former years; addition and subtraction of fractions having a common denominator; continue to base problems on other work. In this and all former grades above first year, have pupils make original problems; insist on problems being reason-

Digitized by Google

able as to prices, quantity, etc., and requiring thought to arrange.

4 A Grade.

Multiples, fractions, subtraction of fractions, business problems; Continue rapid drill work in all branches. General suggestions same as in 4 B Grade.

5 B Grade.

Long division reviewed two weeks; fractions reviewed; multiplication and division of fractions; notation and numeration of decimal fractions; practical business problems; changing common to decimal fractions; drill on rapid computation; mental exercises in all grades, one lesson a week; Complete Arithmetic.

5 A Grade.

Reduction of decimals; addition, subtraction, multiplication, and division of decimals; U. S. money; practical business problems, embodying principles of former grades. Follow general suggestion of other grades; bills and accounts; denominate numbers, common divisors and so much of least common multiple as will be used in fractions.

6 B Crade.

Complete Arithmetic; bills and accounts; denominate numbers to Article 249; business problems.

6 A Grade.

Complete Arithmetic; Article 245 reviewed; Article

Digitized by Google

249; simple interest; promisory notes, bank notes and trade discount; general suggestions of former grades observed. Denominate numbers; omit longitude and time; let the purpose be mastery of principles, skill and rapidity; leave out obstruse problems.

7 B Grade.

Complete Arithmetic; review common and decimal fractions two months; percentage to compound interest; longitude and time.

7 A Grade.

Complete Arithmetic; compound interest, text to involution; three lessons on compound interest. Problems not too complex, but clear and prompt applications of the principles.

8 B Grade.

Complete Arithmetic, from involution.

8 A Grade.

Review test problems, beginning with fractions, three lessons a week; Elementary Algebra, two lessons a week. Special drill in mental arithmetic once each week in all grades. Arrange problems based upon other subjects, thus while getting practice in arithmetic, fix a fact from some other subject.

LANGUAGE.

1 B Grade.

Let the exercises be oral.

Digitized by Google

Conversations in which the children are led to take an active part.

Complete sentences are to be used; all errors corrected.

Objects most attractive and most familiar are to be presented first. In written work, use the period and question mark. Also the capital at the beginning of a sentence, and the capital for the pronoun I.

Each child should learn to write his own name and the name of the school.

Let work be based mainly on culture and nature study. Let children make stories and give them orally until able to write them.

1 A Grade.

General directions same as 1 B Grade.

Write the reading exercise, from black board.

In this work do not expect too much at first. Keep in mind the fact that you are giving the child his first lesson; his mistakes are liable to be numerous; you must faithfully correct them, but use the greatest caution, so that you may inspire confidence rather than discourage. Still you must insist upon proper expression.

2 B Grade.

Include the work of the previous grade; oral exercises should precede written.

Digitized by Google

Write names of persons, places, things, and days of the week.

Correct use of is, are, we, were, has, have, in sentences.

Form a sentence from words placed promiscuously on the board.

2 A Grade.

Qualities and uses of familiar objects.

Some copy work, choice selections. Do not allow any careless work. Drill pupils in writing stories from pictures, or some object with which they are familiar. Teach the changing of questions, commands, statements, and exclamations to other forms. Teach punctuation and capitals as used in these. Be exact; inspect carefully each exercise.

Let all sentence and story work be based upon culture and nature study in both grades.

Teachers may use any good Language book for suggestions in sentence and story writing.

3 B Grade.

How to write statements, initials, months of the year; combine two or more statements in one; exercises in the use of this or that, these and those; correct use and orthography of words spelled differently but pronounced alike; picture lessons; pupils may write accounts of their own experience; practical lessons in English—Hyde—part first; pupils use no books.

Digitized by Google

3 A Grade.

General suggestions same as second year, and 3 B Grade.

Punctuation and capitals; review work of previous year. Teach use of period in the abbreviations; comma in series of words having similar constructions; use of apostrophe in forming possessive, and in contracted words. Teach capital beginning names of mountains, rivers, lakes, etc.; verses of poetry, I and O. Teach use by using. Lessons in letter writing. Practical lessons in English, Part Second to lesson 90; pupils use no book. Do not forget culture and nature work.

4 B Grade.

Simple illustrations of how words change when we speak of one or more than one; how to write such words when denoting possession.

Correct use of come (came), sit (sat), set, write (wrote), run (ran). Pupils change sentences in their reading and object lessons to express present, past and future time. Correct use of words spelled differently, but pronounced alike; as higher, hire; there, their; tale, tail. Simple form of letter writing.

Train pupils in good expression and an intelligent correction of their own language.

Lessons in English, lesson 90 to Third Part. Pupils use no book. Old book may be used as supplementary.

Digitized by Google

4 A Grade.

General suggestions same as previous grades. In addition to the above, the teacher may suggest the essential material for a story, and the pupils be required to complete it.

Punctuation and Capitals: Review and drill on work of lower grades. Teach punctuation and capitals in beginning and closing letters, use of quotation marks, capitals beginning proper adjectives, and first word in direct quotations. Letter writing, both grades.

Lessons in English, Part Third. Old books as before.

5 B Grade.

Correct use of words spelled differently but pronounced alike, selected from other lessons. Study how words change when they denote possession; also when used in the singular and plural. Correct use of such words as lie, lay, rise, etc., etc.

Parts of Speech: Practical English Grammar, lessons 3 to 11 inclusive. Stories as in fourth year. Paraphrasing. Accept nothing but pupils' best effort.

5 A Grade.

Enlarge sentences by using elements of manner, time and place, etc. Imitation and descriptive stories extended from outlines by teacher. Letter writing. Require pupils to write in presence of the teacher. Require careful work. Punctuation and capitals closely observed, and new uses observed as they are called out in the work.

Digitized by Google

General suggestions as in 5 B Grade.

Practical English Grammar, Part Second to lesson 38.

Correlate nature work and language in both grades.

Pupils may use old books as supplementary. Practical English Grammar in hands of pupils in both grades.

6 B Grade.

Properties of the noun, pronoun, adjective and verb, to forms of verbs.

Various kinds of sentences, and how to write them; capitals, comma, terminal marks; use of the apostrophe, quotation marks and most common abbreviations.

Review most essential parts of fifth year.

Combination of simple statements into one simple sentence.

Correct use of words in keeping with idea and sentiment.

Story writing, nature work as basis.

Practical English Grammar from Part Second to lesson 48; omit infinitive and participles. Letter writing.

6 A Grade.

Exercise in writing as in former grades. 1. Subjects from work in Geography; 2. Nature work. 3. Writing stories read or told by the teacher; 4. Writing descriptions by answering questions; 5. Writing business papers; 6. Letters; 7. Description of known objects; 8. Narrative of personal experience; 9. Descriptions of journeys, real and imagin-

Digitized by Google

ary. Practical English Grammar, lessons 48 to 60 inclusive. Omit infinitives and participles. Old books may be used as supplementary.

7 B Grade.

The use of capitals; punctuation marks; reading and reproduction of stories; change of phraseology; change words into phrases; change phrases into words; combine simple sentences; narrate past occurrences seen; narrate occurrences heard; narrate historical occurrences; letter writing.

Practical English Grammar, from lesson 41 to Part Third; review lessons 41 to 60, incluslve; special study of the infinitive, participle, irregular verbs and subjunctive modes.

7 A Grade.

General suggestions same as 7 B Grade.

Practical English Grammar from lesson 71 to Part Four. Review lessons 71 to 86, inclusive. Composition work in both grades. Select themes from geography, history and nature work.

The Indiana Grammer may be used as supplementary in both grades.

8 B Grade.

Practical English Grammar, Part Three, reviewed; and Part Four to lesson 101.

Composition some as in 7 year with the additional

Digitized by Google

subjects based on American literature. Authors—Longfellow, Whittier and Hamilton.

8 A Grade.

Practical English Grammar, Part Four; general suggestions same as 8 B Grade. Authors—The Careys, Burns, Scott, Dickens, Cooper and Irving. The Indiana Grammar may be used as supplementary.

NOTES.

1. Inspect all written work closely, and point out defects carefully.

2. Do not spend time in parsing and diagraming. A few lessons in diagraming at close of 8th year may be given—correct, concise, beautiful and forceful expression of thought is the aim. Do not use book questions for review as indicated in books. Incite the pupil to think well, and then teach him to express his thoughts in language that is pleasing and forceful. If these things are accomplished, then language has been well taught.

3. Utilize the ideas in mind from other subjects. Reading, history, geography, nature work.

PENMANSHIP.

Penmanship should be well taught, and well practiced, because of its every day use. Yet the fact is there is no other subject in the schools of our state that is so much slighted, except where it is under the management of a special teacher, and even then much of the work is

Digitized by Google

of but little worth. The following are some of the causes that interfere with pupils becoming good commercial penmen:

1. The teaching is not uniform, and cannot be, except under the direction of a special teacher.

2. The system presented in the copy books is not simple enough; contains varied forms of letters and too frequent change.

3. Pupils write too much with pencil, and too hurriedly.

It is suggested that teachers confine themselves more to the work suggested by the copy books in order that the work may be more uniform, that they select the simpler forms of letters, and that more writing be done with the pen. If the Indiana law will allow the use of other books as supplementary, I believe the vertical copy is preferable.

1 B Grade.

Learn how to make script letters, and form them into words.

1 A Grade.

Capitals and small letters, in words. Insist upon accuracy; develop quick movement.

2 B Grade.

Make each written exercise a lesson in writing, by allowing no careless work; writing book No. 1 to page 14, with pen; teach spacing and slant.

Digitized by Google

2 A Grade.

Same as B Grade. Writing book No. 1 finished.

3 B &rade.

Writing book No. 2 to page 14. Spend one week on each page.

3 A Grade.

Same as B Grade. Writing book No. 2 finished.

4 B Grade.

Writing Book No. 3, first 12 pages; letter analysis; practice on separate sheet.

4 A Grade.

Writing Book No. 3 finished.

5 B Grade.

Writing Book No. 4 to page 12.

5 A Grade.

Writing Book No. 4 finished.

6 B Grade.

Writing Book No. 5 to page 12.

6 A Grade.

Writing Book No. 5 finished.

7 B and A Grades.

Writing Book No. 5 reviewed, as suggested in sixth grade.

Digitized by Google

8 B and A Grades.

Writing commercial forms, twice a week.

General:—Position, front, pen holding, finger, forearm and whole arm movement; neatness of books; quick movement. Observe all these in all grades.

PHYSIOLOGY.

1 B Grade.

Cleanliness of person and dress; manner of movement; parts of body, hands, fingers, head, face; effects of pure air, narcotics and stimulants.

1 A Grade.

Same as 1 B Grade. Compare certain parts of human body, as hand, fingers, etc., with parts of other animals; show beauty and usefulness of arrangement.

2 B Grade.

Cleanliness of person and dress. The skin, use of, appearance, pores, effects of exposure to draught or dampness. Care of nails, hair and teeth.

2 A Grade.

Cleanliness of person and dress. Pure air necessary to life; explain arrangement of lungs; correct position; ventilation.

Effects of impure air, narcotics and stimulants in both grades.

3 B Grade.

Review second grade. Food and drink; too frequent

Digitized by Google

eating; rapid eating; cold and hot drinks; care of teeth.

3 A Grade.

Bones of body in groups; numbers, shapes, peculiarity in youth, in old age; effect of position, sitting, standing, walking; narcotics and stimulants.

4 B Grade.

Bones and muscle. Instruction on composition of, growth, repair, uses, how tied together; effects of narcotics and stimulants.

Breathing. Review structure of the lungs. In addition the following: Number of breaths, involuntary motion; air in lungs gather impurities; air we breath must be pure; benefit of exercise in pure air; deep breathing; bad effects of impure air, poor ventilation of sleeping rooms.

4 A Grade.

Construction of the skin, use of cuticle, true skin, hair, nails, oil glands, sweat glands, insensible perspiration, bathing, sunbaths; effects of stimulants.

Food and drink. Explain the stomach, use of, manner of eating, frequency, quantity, drink, teeth and tongue, saliva, need of chewing. Especial effects of narcotics.

5 B Grade.

Heart and circulation. Use chart to show general structure and location; teach facts about circulation, pulse,

Digitized by Google

heartbeat, value of, function of, passes to all parts of the body to supply what is needed. Effects of stimulants upon the circulation.

5 A Grade.

Lungs. Teach structure, location, how air gets into lungs, effects on blood, value of pure air, ventilation and how to ventilate, effects of clean skin on the work of the lungs; effects of alcohol on the work of respiration.

6 B Grade.

Muscles, connective tissues, bone, fat, joint. Study details as follows: Food, hunger, cooking; prehension of food, mastication of food, insalivation.

6 A Grade.

Circulation, respiration, seeing, hearing, etc. After studying the above topics, proceed by using charts, etc., to give an idea of eye, ear and other important organs. Make strong the hygienic thought of the topics considered. Effects of stimulants and narcotics.

7 B and A Grades.

During months of November and March inclusive, review sixth grade work. For other months see nature study. Time, one lesson a week in all the grades, and physiological facts as they occur in nature study.

DRAWING.

1 B Grade.

1. Study.—(a) Type solids: Sphere, cube, cylin-

Digitized by Google

der, hemisphere, square prism, right-angled triangular prism; (b) nature forms and common objects. Objects resembling these type solids; (c) Pictures. Pictures in which objects resembling these types may be found.

2. Observation.—(a) of Forms: In nature and common things; in type solids; (b) of Color: In nature and common things; in type colors.

3. Expression (a) by modeling in clay; (b) by laying color tablets; (c) by paper folding, cutting and making; (d) by stick laying; (e) by oral and written language; (f) by drawing with chalk and charcoal.

Time. Fifteen minute lessons a week. For special suggestions, see Prang's First Primary Year, chapter 1 to 18 inclusive.

1 A Grade.

General outline same as 1 B Grade. Special suggestions, see First Primany Year, chapters 19 to 36 inclusive. For supplementary work, see appendix 1 and 2, First Primary Year.

2 B Grade.

1. To be Studied.—(a) Type solids in review: Sphere, cube, cylinder, hemisphere, square prism, and right-angled triangular prism; (b) New type solids: ellipsoid, ovid, equilateral triangular prism, cone, square pyramid, and vase form; (c) Nature forms and common

Digitized by Google

objects: objects resembling these type solids; (d) Pictures: pictures illustrating these type solids and objects.

2. Observation.—(a) of Form: in nature and in common things, in type solids; (b) of Color: in nature and in common things, in type colors.

3. Expression.—(a) by modeling in clay; (b) by laying tablets; (c) by paper folding, cutting and making; (d) by drawing with chalk, charcoal and pencil; (e) by oral and written language.

4. Time. Ninety minutes a week.

For special suggestions, see Prang's Second Primary Year, chapters 1 to 18 inclusive. Supplementary work appendix 1 and appendix 2, Second Primary Year.

2 A Grade.

General outline as in 2 B Grade. Special suggestions, Prang's Second Primary Year, chapters 19 to 36 inclusive. Supplementary work, see reference, 2 B Grade.

3 B Grade.

Book 3, Prang's Form Study and Drawing, first eight pages. Teachers' Manual, part 2 to page 48. Optional exercises, pages 72 to 79 inclusive. General ontline.

1. Construction (facts of form).—Solids: cylinder, square prisms, vase form. Tablets: circle, square. Making: cylendric box square, box, cube, envelop.

Digitized by Google

2. Representation (appearance of form).—Cylinder, tumbler, fruit, covered box. Composition: groups of fruit.

3. Decoration (ornamentation of form).—Rosettes: Moorish ornament. Decorative designs: surface covering, modifications of units, ornament from natural form. Drawing. Language (see page 76). Color (see pages 72-75). Time, 90 minutes a week.

3 A Grade

General outline same as 3 B Grade. Special, book 3 completed. Teachers' Manual, part 2 to page 80.

4 B Grade.

Prang's Drawing Book 4 to page 11. Teachers Manual, part 2, pages 80 to 111 inclusive.

4 A Grade.

Prang's Drawing Book 4 completed. Teachers' Manual, part 2, pages 112 to 138, inclusive. Optional exercises and terms, both grades, pages 139 to 142, inclusive.

General outline Grade 4.

1. Construction (facts of form).—Solids: equilateral triangular prism, ellipsoid, ovoid. Tablets: triangles ellipse, oval. Making: equilateral triangular prism, toy house.

2. Representation (appearance of form).—Forms: Covered boxes, states, book closed. Composition. Groups of fruit and objects.

Digitized by Google

3. Decoration (ornamentation of form).—Forms: Moorish ornament; rosettes. Decorative designs: surface covering, natural growth, conventionalization, units from bunch berry, design from bunch berry. Drawing. Language. See page 141. Color. See pages 139, 140. Time, 80 minutes a week, or 4 lessons.

5 B Grade.

Prang's Drawing Book 5 to page 9. Teachers' Manual, part 3, pages 1 to 59 inclusive.

5 A Grade.

Prang's Drawing Book 5, pages 9 to 20 inclusive. Teachers' Manual, part 3, pages 60 to 97 inclusive. Optional, and terms in both grades, pages 98 to 106 inclusive. General outline 5 A Grade.

1. Construction (facts of forms).—Solids: Sphere, cube, cylinder, square prism, cone. Objects: Books, drinking cup, flower pot: Making: Constructive designs, vase forms.

2. Representation (appearance of form).—Forms: Cone, square prism, natural branch. Composition: Groups of models and objects.

3. Decoration (ornamentation of form).—Historic ornament: Fleur-de-lis. Natural growth: Spray or branch. Decorated design: Modifications of units, rosettes, borders. Time, two full lesson periods per week.

Digitized by Google

6 B Grade.

Prang's Drawing Book 6 to page 9. Teachers' Manual, part 3, pages 107 to 143 inclusive.

6 A Grade.

Prang's Drawing Book 6, pages 9 to 20 inclusive. Teachers' Manual, part 3, pages 143 to 173 inclusive.

Optional, and terms in both grades, pages 175 to 199 inclusive. General outline Grade 6.

1. Construction (Facts of Form).—Solids: Cube, cylinder, square pyramid, square and equilateral triangular prisms, square plinth. Objects: Writing desks, oblong block. Making: Square pyramid, square plinth.

2. Representation (Appearance of Form).—Forms: Cylinder, square prism, cube, square plinth, books, cylindric and spherical objects, natural sprig or branch.

Decoration (Ornamentation of Form).— Historic ornament: Spiral border, fleur-de-lis, gothic leaf. Natural growth: Spray or branch. Decorative design: Modification of units, borders. Time, two full lesson periods.

7 B Grade.

Prang's Drawing Book 7 to page 12. Teachers' Manual, part 4, pages 32 to 37 inclnsive.

7 A Grade.

Prang's Drawing Book 7, pages 12 to 24 inclusive. Teachers' Manual, part 4, pages 9 to 151 inclusive.

Digitized by Google

Optional, and terms, pages 152 to 161 inclusive.

General outline, grade 7.

1. Construction (Facts of Forms). — Working drawings. Solids: Cylinder, square prism, cone, square pyramind, hexagonal prism, hollow cylinder, vase forms. Construction: Vase forms. Making: Hetagonal prism, basin. Instrumental drawing: Introduced geometric problems.

2. Representation (Appearance of Form).—Picture drawing: Cube, cone, bowl, books, boxes, natural spray or branch. Composition: Group of models or objects. Light and shade: Models, natural forms.

3. Decoration (Ornamentation of Form).---Original designs. Historic ornament: Egyptian. Natural growth: Spray or branch. Decorative design: Modification of units, surface covering.

Time, two lesson periods per week.

8 B Grade.

Prang's Drawing Book 8 to page 14. Teachers' Manual, part 4, pages 165 to 210 inclusive.

8 A Grade.

Prang's Drawing Book 8, pages 14 to 24 inclusive. Teachers' Manual, pages 211 to 253 inclusive.

Optional, and terms, both grades, pages 254 to 281 inclusive.

Digitized by Google

General outline Grade 8.

1. Construction (Facts of Form).---Working drawings. Solids: Cone, hollow cylinder. Objects: Framing, joints, handles, lamp shades. Geometric problems.

2. Representation (Appearance of Form).---Picture drawing: Steps, rose jar, books, baskets, spray or branch. Composition: Groups of models or objects. Light and shade: Models, objects, natural forms.

3. Decoration (Ornamention of Form).---Original designs. Historic ornament: Egyptian, Greek. Natural growth: Spray, branch, flower. Decorative design: Modification of units, borders, panels.

Time, two full recitation periods each week.

High School.

Prang's Drawing Book 9 will be used as basis of work in High School. Work in construction, representation and decoration, much as in former grades, but attempting more difficult work, and more attempt at original design, and constructive drawing.

Note.---The general outlines given above are from the Teachers' Manual.

MUSIC.

1 B Grade.

Natural Music Chart, series A to chart 7. Rote singing.

Digitized by Google

1 A Grade.

Complete Music Chart, series A. Rote singing.

2 B Grade.

Music Chart, series B to chart 8. Rote singing.

2 A Grade.

Complete Charts, series B, section 1, Natural Music Primer. Rote singing.

3 B Grade.

Music Charts, series C. to chart 12. Music Primer. pupils have book. Rote singing.

3 A Grade.

Complete Charts series C. Music Primer, pupils have book. Rote singing. Songs selected.

4 B Grade.

Section 1, book 3, Natural Music Reader.

4 A Grade.

Section 2, book 3, Natural Music Reader. Same, two part, singing.

5 B Grade.

Section 3, book 3, to page 101. Natural Music Reader. Two part singing.

5 A Grade.

Section 3, book 3, pages 103 to 129 inclusive. Natural Music Reader. Two part singing.

Digitized by Google

6 A Grade.

Book 4, pages 66 to 124 inclusive. Two and three part singing.

7 B Grade.

Book 5, pages 5 to 57 inclusive. Two and three part singing.

7 A Grade.

Book 5, pages 58 to 102, inclusive. Two and three part singing.

8 B Grade.

Book 5, pages 103 to 152, inclusive. Three part music.

8 A Grade.

Book 5, pages 152 to 202 inclusive. Three part music

Remarks.—Many of the rote songs may be selected with a view to supplementing other work. Primary music books will be in hands of teachers in grades where pupils use no book.

High School.

Drill in tones, voice culture, sight singing and chorus work. Loomis' Music Book, No. 5.

Digitized by Google

Nature Study.

GRADES 1, 2, 3.

September—October.

a. Plant Life.—1. Autumn fruits: peach, pear, plum, apple, grape, tomatto, etc. 2. Autumn leaves: collections of, study forms of. 3. Autumn flowers: gentian, golden rod, aster, etc. 4. Autumn seeds: dissemination by wind, animals, currents.

b. Animal Life.—1. Migration of birds. 2. Coverings of animals for the season. 3. Insects: transformation of, collection of cocoons, etc.

c. Meteorology.—Daily observations and record of the weather as to clouds, rain, dew, frost, temperature, direction of wind.

d. Astronomy.—1. Weekly record of sun's shadow, as measured by shadow sticks. 2. Hour of rising and setting of the sun.

November—December.

a. Plant Life.—1. Preparation for winter. 2. Effect of frost. 3. Collection of seeds, leaves, etc.

b. Animal Life.—1. Coverings as compared with September. 2. Habits of hibernation.

c. Meterology.—Daily record as before.

d. Astronomy.—Weekly record as before. Make comparisons between September 22 and December 21.

Digitized by Google

January—February—March.

a. Animal Life.---1. Prehension of food. 2. Digestion. 3. Teeth: of squirrel, rabbit, beaver, etc.

b. Meteorology.—Daily observations as before.

c. Astronomy.—Weekly observations as before. Compare record of September, December and March 21.

d. Physics.—Show the following phenomena, drawing forth the reason as far as ability of child will permit: 1. Evaporation, formation of cloud. 2. Formation of dew, frost, etc. 3. Expansion by heat of air, water, iron rods. 4. Buoyancy of salt water versus fresh. 5. Siphon. 6. Light: reflection, refraction, prism, etc.

April—May---June.

a. Animal Life.---1. Reappearance of Life. 2. reappearance of birds with acquaintance with them. 3. Study of earthworm, crayfish, fish, frog, snail, beatles, moth, ants, bee, fly, mosquito, spider. 4. Change of covering.

b. Meteorology.---Continue record as before.

c. Astronomy.---Continue record as before. Compare June 21 with other dates.

a. Plant Life.---1. Observations of renewed activity. 2. Germination of seeds planted in the school room. 3. Germination of self sown seed out of doors, acorns, etc. 4. Conditions for growing seeds. 5. Flow of sap, growth of leaves and flowers. 6. Examination of plants to determ-

Digitized by Google

ine parts: roots, leaves, flowers. 7. Study of flowers to determine parts: calyx, corolla, stamens, pistil. 8. Acquaintance of flowers.

GRADE 4.

September—October.

a. Plant Life.---1. Study grains: wheat, oats, barley, rye, corn, manner of harvesting, value of, etc. 2. Study grasses of several kinds, value of. 3. Make collection of grains for planting in spring.

b. Animal Life.---See Physiology.

c. Geography.---Study brook, river, lake, hill forms, emphasize slope. Reference—Frye's Brook and Brook Basins.

d. Astronomy.---1. Study phases of the moon, evening star. 2. Study slant and area of sun's rays, make record so as to compare in December.

November---December.

a. Animal Life.---1. Study animals from such books as "Animals in Sea and On Land," "Seaside and Wayside," etc. 2. Physiology. See.

b. Geography.---1. Show effect of freezing on integration of rocks. 2. Study effects of erosion by water and wind.

c. Astronomy.---Study slant of sun's rays and area of shadow. Make record for comparison.

Digitized by Google

January—February—March.

a. Plant Life.---1. Study trees, arrangement of branches, cross section, etc. 2. Study twigs and compare covering with trunks. 3. Compare old wood with new.

b. Animal Life.---1. Study as in November and December. 2. See Physiology.

c. Astronomy.---Study sun's slant and area of shadow in March.

d. Industries.---Study gold, silver, iron, coal, copper, etc., in relation to industries.

April---May---June.

a. Plant Life.---1. Study trees, buds, willow, poplar, oak, etc. 2. Plant grains that were studied last fall. Compare them. 3. Study flowers as to parts. 4. Become familiar with native flowers. 5. Study flowers as regards habitat.

d. Animal Life.---1. Water animals: frogs, crayfish, etc. 2. Bird's returning, wings, etc. 3. Birds' nests, eggs. 4. Earthworms, ants, effect on soil.

c. Astronomy.---Make study of sun's slant and area of shadow. Compare for year and draw out laws.

GRADE 5.

September---October.

a. Plant Life.---1. Study roots and root hairs with uses; position and kind of roots. 2. Examine the stem

Digitized by Google

of plants, learn classification of exogenous and endogenous. 3. Study cotyledons of plant with relation to venation, etc. 4. Continue study of leaves as to form, simple and compound. 5. Study change of color and falling of leaves. 6. Study buds as to position and arrangement. 7. Examine buds of underground stems. 8. Study relation of buds to shape of trees.

November---December.

a. Industries.---1. Brick making, pottery, sugar, fisheries, cotton, paper, glass, etc.

January---February.

a. Animal Life.---Study from books with the following purpose in view: motion, covering, skeleton, cud-chewing, young, feet, breathing, eating, tooth, hornes.

April---May---June.

a. Plant Life.—1. Germination of exalbuminous and albuminous seeds. 2. See classification of mono, di, poly-cotyledons, use of albumen in store for man. 3. Study ovary, anthers for seed germs. 4. Study protection of both in flower. 5. Study use of pollen in formation of seed. 6. Learn that work of plant is to produce seed: root, etc., is to assist.

GRADE 6.

September—October.

a. Plant Life.—1. Study provision of nature for matured seeds. 2. Show how seeds separate from plants.

Digitized by Google

3. Show how seeds disseminate. 4. Show how seeds escape from ovary. 5. Show how seeds are protected through the winter.

April—May.

a. Plant Life.---1. Study how embryo gets out of coat. 2. What provisions does the plant have for developing? 3. Study leaves, roots, stems, in relation to flower as organs for taking in, etc. 4. Study forms of roots, leaves and stems. 5. Examine and compare leaves, scales, prickles, etc. 6. Study movement of leaves, tendrils, etc. Study ferns, mosses, etc.

GRADE 7.

September—October.

a. Botany.—1. Study flowers whose floral envelopes are more or less grown together, etc. 2. Study clustered flowers leading to the compositae. 3. Become familiar with a variety of our common families of flowering plants.

April---May---June.

a. Plant Life.---1. Repeat the work of September, October, dealing with spring flowers. Study sharply defined families.

GRADE 8.

Two periods a week. Jackman's Outlines of Science will be the guide. The subjects will be taken in the following order: 1. Lever—December. 2. Air---elasticity,

Digitized by Google

pressure of—January; applications, pump, siphon—February. 3. Cappillarity, February. 4. Buoyancy of liquids, pressure of—February. 5. Temperature, expansion, liquefaction—November, 6. Evaporation, ebullition, condensation, distillation—October. 7. Heat---Radiation, absorption, reflection, conduction, convection, capacity, sources of—November. 8. Electricity, Magnetism,—September, June. Voltaic—June. 9. Light—March and April. 10. Sound—May.

REMARKS.

The above course in Nature Study is the Indiana Course for cities and towns, with some rearrangement, and change. Being one of a committee of five who submitted the Indiana course, I take the liberty of inserting it.

Additional Suggestions.—Animals: Common wild animals, as the rabbit, squirrel, fox, wolf, rat, mouse; their habits, uses, things peculiar to each; 2, names of animals as to age, sex and numbers; 3, birds; characteristics, uses, particular birds and their peculiarities; names as to age, sex and numbers.

Animals that have backbone; name some parts of the backbone; 2, animals that have no backbone; 3, reptiles familiar to pupils; (a) the toad; (b) frog; (c) snake; (d) lizard.

1, fishes; (1) kinds; (a) where found; (2) those useful for food; (3) manner of breathing; (4) why they die out of

Digitized by Google

water; (5) arrangement for swimming; (6) eyes. 2, Insects —(1) parts of body; (2) names of various insects; (3) their peculiarities; (a) as to food; (b) manner of living; (c) manner of hatching; (4) harm done by insects; (5) some useful; (a) names; (b) in what way useful.

Plants.—The flower. 1, the habits of flowers; 2, what live on flowers; 3, what the Bible says about flowers; 4, fruits; (a) their uses; (b) fruits that grow on trees; (c) on bushes; (d) on vines; (e) things made of fruit.

Plants.—Seeds. 1, what seeds are for; 2, life in seeds; 3, how seeds are scattered; 4, when called seed; 5, when called fruit. Leaves.—1, shapes, with illustrations; 2, sap leaves; 3, uses of leaves; 4, change of color; 5, leaf buds; 6, coverings of buds.

The following books are suggested as helpful in the Nature Work. Other books are referred to in connection with History and Geography work.

Fairy Land of Flowers, (Pratt). Stories from Plato, (Burt). Stories from American History, (Dodge). Amererican History Stories, Vol. I, (Pratt). American History Stories, Vol. II. American History Stories, Vol. III. American History Stories, Vol. IV. Noble Deeds of the Fathers, (Watson). Scudder's Fables and Folk Stories Classic Stories for Little Ones (McMurry). Nature Myths and Stories, (Cook). Nature Stories, (Bass). Fairy Stories, (Andersen). Hiawatha. Stories in special

Digitized by Google

print. Seven Little Sisters. Little Folks of Other Lands. Little Flower Folks, Vol. I, (Pratt). Little Flower Folks, Vol. II. Seaside and Wayside, (Wright). Neighbors with Wings and Fins, (Johonnot). Neighbors with Claws and Hoofs, (Johonnot). Friends in Feathers and Fur, (Johonnot). Cats and Dogs (Johonnot). From Seed to Leaf, (Newell). Little Flower People, (Hale). Cat Tales and Other Tales, (Howliston). Talks by Queer Folks (Bamford). Familiar Animals (Monteith). In the Child's World, (Poulsson). Nature Study, (Jackman). Aunt Martha's Corner Cupboard. Friends worth Knowing.

Special reading from these and other books are suggested in the following list:

FIRST YEAR.

September—October.

The Old Woman and Her Pig. Arechne. The Anxious Leaf. How the Leaves Come Down. Golden Rod and Aster. The Gentian Myth. Folk Lore and Fairy Tales.

November—December.

The Fir Tree. The Unhappy Pine Tree. The Little Match Girl. The Strange Child's Christmas. The North Wind. Eskimo. The First Snow Fall. The Story of the Snow Flake.

Digitized by Google

January---February---March.

Cinderella. The Street Musician. The Chipmunk. The Palace Alkinoos. The Fox and Stork. The Rainbow. The Brown Baby. Gemila. Penes. Toleen.

April---May---June.

The Apple Branch. The Bird with No Name. The Sun and the Wind. The Pea Blossom. Mondamins. The Little Brown Seed. Seven Times One. The Woodpecker. How Robin got his Red Breast. The Wise King and the Bees.

SECOND YEAR.

September---October.

Pocket of Good and Bad Deeds. Tale with Two Heroes. The Little Pine. Trees' Leaves. The Golden Rod. The Fringed Gentian. The Oak and the Mistletoe Seed. The Crane's of Ibycus.

November---December.

For the Boy who will not say Please. The Barefoot Boy. Why tho Leaves Change Their Color. The Last Dream of an Old Oak. How the Leaves Came Down. The Kind Old Oak.

February---March.

Snow Flakes. Bryant's Little People of the Snow. The Poet and the Children. The Village Blacksmith. A Cloud and a Fountain. Why Quarrel Men Were

Digitized by Google

Locked Out of the City. The Old Man Who Dived at the Bottom of the Sea.

April---May---June.

The Gift of Poesy. Butterfly Story. An Old Story from Tadpole Land. Pussey Willow's Hood. Story of Morning Glory Seed. Story of Tulips, Norcussns, Poppy and Corner Flower. Pansy.

November---December.

Three Golden Apples. The Paradise of Childhood. The Bird's Christmas Carol The Snow Shower. Talking in Their Sleep. The Little Fir That Would Not Stand Straight.

January---February---March.

The Golden Fleece. The Pomgranite Seeds. The Pigmies. Waiting to Grow. A Laughing Chorus.

April---May---June.

Circe's Palaces. Pygmies. The Child and the Lily. Grow and Keep Growing. A Summer Longing. The Transplanted Flower. A Soul in Grass and Flowers. Little Brown Seed in Furrow. When Apple Blossoms Stir. Little Girl's Advice to a Crocus. Legend of Snowdrops. Miss Willow. Dandelion.

FOURTH YEAR.

Tales of Troy. Bryant's Return of the Birds and Gladness of Nature. Whittier's Barefoot Boy. The Village Blacksmith. Birds and Bees.

Digitized by Google

The above suggestions may be used in grades above the Third. Other suggestions with other subjects in grades 4 to 8 inclusive.

MORALS AND MANNERS.

General Suggestions for all Grades.

Politeness, truthfulness, chaste language, respect for the rights of others as well as one's own; obedience to parents and respect to others, especially the aged; motive for right action; obedience to all law; frequent talks on simple etiquette.

The work of the school room will suggest the opportunity and decide the when, and the how, of the above outline, how much to depend upon the teacher.

In the High School ethics, and æsthetics, will be constant factors in all the work.

Physical Culture.

In order to promote the cause of Physical Culture, and to enable the teachers to conduct physical exercises somewhat systematically and effectually, a Manual of Physical Culture has been adopted.

It is believed that by regular work in this field, the pupils will be greatly benefitted. Certainly, the subject is worthy of a trial, and teachers are asked to give some

Digitized by Google

time to the study of the Manual, and introduce the exercises, at such times and in such a way as to aid rather than interfere with other subjects.

It will be seen that at first the movements are necessarily of the simplest kind, but gradually advance to quite complicated exercises.

Each lesson calls into operation two or more parts of the body, thus tending to the development of the entire body.

Vigorous exercise results in an increase in the rapidity of circulation, and renders the pupil more capable of mental exertion.

If the exercises can be accompanied with music, the drill will be made more inviting and cheerful, hence more invigorating.

The work is carefully planned in the Manual, hence, there is no need of an outline being given here.

DIACRITICS.

The teacher should study the tables of sounds presented in Webster's Dictionary, in order that she may readily refer to them when needed, in connection with the suggestious offored below. The teacher should refer to the Dictionary frequenty.

It is not the purpose to introdue a drill in diacritics that will detract from spelling by letter. In fact, diacritics will not teach spelling, but pronounciation, rather. These

Digitized by Google

suggestions are an attempt to formulate a course of word study, with a view to the better teaching of reading, based on the classification of words, according to similarity of form.

The plan, briefly, is to base all word work upon the sounds of letter suggested by the "key" words as given in this circular, or taken from the Dictionary, leading the pupil to name new words because of the general resemblance to words already known. This will necessitate a knowledge of consonant as well as vowel sounds. Ex.---Hat, cat. The vowel sound is the same in both words. The last letter is the same. The difference in the names of the words depends on the difference in the sound of the first letter of each word. From this illustration it is clear that a knowledge of the sound of the consonant is quite as important as the sound of the vowel, in all word teaching, hence, the thing to learn is the vowal sound as the "key sound." Other sounds of letters, associated with this determine the word.

OUTLINE.

In the first half of the first year let the words be such as contain the long and the short sounds of the vowels, and the words but one syllable in length; other words will appear in the sentences, but will be treated abstractly, and the effort of the teacher will be upon the classes suggested. With these vowel sounds teach the

Digitized by Google

consonant sounds associated with them in the same words. Note also the silent letters. After teaching the "key" word and a few consonant sounds, place new words containing the same vowel sound, or syllable, on the board and let the children pronounce them.

Second half of second year; add to the above the third and fourth sounds of a, the third sound of o and u; also words of two syllables; teaching syllables as little words joined to make larger words.

Second year, first half, introduce all the vowel sounds, except the intermediate sound of a; consonant sounds as they appear in the words. Second half, increase the above by the sounds of the diphthongs, oi, oy, ou, and ow. Keep in mind the law of apperception in arranging new words throughout the course.

Third year, first half, drill throughout on calling words, at sight, using suggestions of work for prvious years. Second half, introduce drill on words in which one letter equals another, as a, in what, like short o. Up to this time introduce the marking, as the sounds are introduced, but continue the marking, only so long as may be necessary for the pupil to recognize the sound by the mark. Do not neglect spelling, both oral and written.

Fourth year, introduce full drill in the use of diacritical marks, first half the vowels, and vocal consonants; the second half, the aspirates, and the double letters. An

Digitized by Google

occasional oral lesson in the use of the dictionary may be given in the last half of this year; also something of accent.

Fifth year: Review the work of previous years, study words from the dictionary. Teach accent and accent marks. Throw pupils on their own responsibility in pronouncing all English words. In order to bring up this work, it will be necessary for the higher grades to take up, in part at least, the work laid out for the lower grades.

The sixth, seventh and eighth years will take the suggestions given for the fourth and fifth grades. Hold every pupil responsible for the pronunciation of all English words in every lesson. Teach pupils to see more than one word at a time.

Digitized by Google

High School Department.

W. H. SIMS,

Sup't and Lecturer on Special Subjects.

INSTRUCTORS.

LILLIAN E. MICHAEL,

Principal and Instructor in Latin and Literature.

DAN. J. TROYER,

Instructor in the Sciences, Algebra and Civil Government.

KATE WHITMORE,

Instructor in Rhetoric, English Composition and Geometry.

KATE JOHNSON,

Instructor in History, Physiology and Algebra.

ELIZABETH DUGDALE,

English and History.

MARION G. WILSON,

Instructor in Vocal Music and Drawing.

Digitized by Google

COURSE OF STUDY.

The High School offers two regular four year courses, leading to a diploma, and a three year course, which secures a certificate of work done, but no diploma.

Pupils are urged to take one of the four year courses, for the reason that we believe those who do so will be less liable to drop out of school, and they will certainly be stronger for remaining in school the longer period of time. The time has come when persons with a High School training at least, have the advantage of those not so trained. As evidence of this, we refer to the number of High School graduates who are holding commercial positions in the city, and the success of those in the professions.

We hope the time is not far distant when we can offer a course in Short Hand and Typewriting, also a course in Mechanical Drawing and Manual Training.

The courses are planned so that forty credits constitute the year's work, and the pupil may make these credits as fast as he may choose. Also subjects are carried longer, with fewer recitation periods each week, thus parallel lines of work are carried so that one subject may help the other. Also the more difficult parts of are deferred until the pupil is more mature in thought.

LATIN COURSE.

First Year.

First Semester.	Second Semester.
Algebra, 5 p	Algebra, 5 p

Digitized by Google

Physiology, 3 p	Latin, 5 p
Latin, 5 p	Physiology, 2 p
English, 3 p	English, 3 p
Literature, 2 p	Literature, 2 p
Composition, 2 p	Composition, 2 p.

Freshman Year.

Algebra, 3 p	Com. Arithmetic, 3 p
Arithmetic, 2 p	Physical Geography, 2 p
Rhetoric, 3 p	Literature, 3 p
Literature, 2 p	Rhetoric, 2 p
Caesar, 5 p	Civil Government, 3 p
Physical Geography, 3 p	Composition, 2 p
Composition, 2 p	Caesar, 5 p

Junior Year.

Geometry, 3 p	Geometry, 2 p
History, 3 p	Literature, 3 p
Civil Government, 2 p	History, 5 p
Literature, 2 p	Virgil, 5 p
Zoology or Botany, 3 p	Zoology or Botany, 2 p
Virgil, 5 p	Composition, 2 p
Composition, 2 p	

Senior Year.

History, 2 p	History, 2 p
Geometry, 2 p	Geometry, 2 p
Physics, 3 p	Literature 1 p
Chemistry, 2 p	Physics, 3 p

Digitized by Google

Cicero, 5 p
Astronomy, 3 p
Geology, 2 p
Literature, 1 p
Chemistry, 3 p
Mental Science, 4 p
Geology, 3 p.
Laboratory practise, 2 p
(Optional)

ENGLISH COURSE (With German Elective).

First Year.

First Semester.	Second Semester.
Algebra, 5 p	Algebra, 5 p
Physiology, 3 p	Physiology, 2 p
English 5 p	English, 5 p
Literature, 2 p	Literature, 2 p
Physical Geography, 3 p	Physical Geography, 2 p
Composition, 2 p	Composition, 2 p

Freshman Year.

Algebra, 3 p	Com. Arithmetic, 3 p
Arithmetic, 2 p	Rhetoric, 2 p
Rhetoric. 3 p	Literature, 3 p
Literature, 2 p	Civil Government, 3 p
Zoology, 3 p	German, 5 p, or
German, 5 p, or	Botany, 3 p
Botany, 3 p	History, 2 p, U. S.
History, 2 p, U. S.	Composition, 2 p
Composition, 2 p	Zoology, 2 p

Senior Year.

Geometry, 3 p	Geometry, 2 p

Digitized by Google

History, 3 p
Civil Government, 2 p
Literature, 2 p
German, 5 p, or
{ English Grammar, 3 p
{ Art of Expression, 2 p
Physics, 3 p
Composition, 2

History, 5 p
Literature, 3 p
German, 5 p or,
{ English Grammar, 3 p
{ Physics, 3 p
Composition, 2 p

Senior Year.

History, 2 p
Geometry, 2 p
Astronomy, 3 p
Chemistry, 2 p
Literature, 1 p
Laboratory Work, 5 p
Pedagogics, 3 p
Geology, 2 p

History, 2 p
Geometry, 2 p
Geology, 3 p
Chemistry, 3 p
Mental Science, 4 p
Laboratory Work, 3 p
Literature, 1 p

The first three years of the English Course, leaving out the German and substituting Geometery instead of Botany, will constitute the Short English Course. Pupils completing this Course will receive a Certificate stating the work done, but will not receive a diploma.

NOTES.

1. Second year History will be topical work in U. S. History, dealing largely with philosophy of history.

Digitized by Google

Example: Things that lead to Revolutionary war and consequent results.

2. History will be continued through first year and first semester of second year, in connection with the composition work, in which the themes will be largely historic, one theme each month being abstract.

SUGGESTIONS IN REGARD TO WORK.

In most subjects the text book will serve as an outline for order of presenting subjects. These books will be extensively supplemented by laboratory work, or work suggested by other authors, keeping in mind the fact that we are teaching subjects, not books. Parts of subjects will be dwelt upon until the principles involved are comprehended by the pupils.

For some of the subjects we submit below short suggestive outlines.

ENGLISH.

Ninth Year.

1. Punctuation. a, Importance of; b, How governed.

2. Simple sentence. a, By analysis; b. By synthesis.

3. Complex Sentence. a, Clauses and their divisions; use of divisions.

4. Compound Sentence. a, Parts, each studied in relation to the entire sentence.

Digitized by Google

5. Words. a, Uses in the sentence; (a) grammatical; (b) exactness of meaning; (c) agreement with sentiment.

6. Synthetical study of sentences and paragraphs.

7. Reproduction. a, Of literal thought; b, Thought spiritualized; c, In paraphrase.

8. Clearness, strength, harmony.

9. Letter writing. a, Family; b, Friendship; c, Commercial

10. Figures of Speech

The first five topics will constitute the work of first semester. The sixth to tenth inclusive the second semester. Text book, Lockwood.

LITERATURE.

Purposes:

1. To make pupils acquainted with the history of English and American Literature.

2. To study the masterpieces of the best writers in the English language.

3 To enable pupils to discriminate in their choice of books.

4. To aid them in forming a literary style of their own.

First Year.

American Authors: Cooper, Irving, Hawthorne, Webster.

Required Reading: The Spy, or Last of the Mohi-

Digitized by Google

cans, Sketch Book, or Tales of a Traveler, One Speech from Webster, Mosses from an Old Manse.

Second Year.

Authors: Scott, Addison, Dickens, Holmes, Longfellow, Whittier, Franklin.

Required Reading: Marmion, Kenilwork, Sir Roger de Coverly, Christmas Carols, Nicholas Nickelby, Holmes' Poems, Autocrat of Breakfast Table, Franklin's Autobiography, Longfellow's Poems, Whittier's Poems.

Junior Year.

History of English Literature.--Julius Cæsar, Macbeth, Milton's L'Allgro, Il Penseroso, Comns, and Lycides; masterpieces from other authors.

Senior Year.

History of American and English Literature continued. Authors: Lowell, Hawthorne, Emerson, Mrs. Browning, Carlyle, Geo Eliot, and Thackery.

LATIN.

Introductory Latin, one semester; Viri Romae, one semester; four books of Cæsar; six books of Virgil; Five Orations of Cicero. Constant study of the grammar in connection with translation; exercises in Latin prose composition; particular attention to grammatical construction.

GERMAN

First Year.

German Grammar and Reader

Digitized by Google

Second Year

Reading dramas, or pure fiction.

HISTORY.

Study of English and United States history, in connection with composition in first three semesters, followed by Civics and a philosophical study of United States history in next semester

Ancient, mediæval and modern history, is studied in the junior and senior years outline as suggested by text book. Pupils are taught to place historical events by use of maps. History is presented as a living process. Relations, growth, and the influence of thought, have helped to make the history of today.

Reading is required from historic fiction, poetry, biography and other histories, than text book.

RHETORIC

The work in Rhetoric is based upon the text book, Kellogg. Special study is given to the paragraph, diction, clearness, strength, figures and style.

ENGLISH GRAMMAR

A review of Parts of Speech in their more technical relations. Special attention to etymology, some history of the language. The technicalities of the language carefully studied.

MATHEMATICS.

Algebra is introduced in the 8 A Grade, two periods

Digitized by Google

a week, and is continued through the first two semesters in High School. Five periods a week and the third semester three periods a week. Milne's Algebra is the basis of the work.

Geometry is begun in the junior year and continued through the remaining four semesters, three and two periods a week. The text book is the basis of work. Many problems are presented that are not in the work. The work covers plain geometry.

PHYSICAL GEOGRAPHY.

Physical Geography, treating as it does, of the causes and effects of things which are constantly before the child, forms the natural introduction to elementary natural science. Hence the subject is studied early in the High School course The Eclectic Physical Geography is used as a text book, and the subject is studied in the following order:

1. The earth as a part of the Solar System.
2. The earth's interior and its effects.
3. The outside of the earth
   - a The land.
     - (1) Horizontal forms.
     - (2) Relief forms.
   - b. The water.
     - (1) The ocean.
     - (2) Rivers and lakes.

Digitized by Google

c. The air.
   (1) Composition.
   (2) Movements.
   (3) Climate.
   (4) Optical and luminous phenomena.
d. Plant life.
e. Animal life.

CHEMISTRY.

Chemistry is studied two periods a week during the first semester of the senior year, and three periods a week during the second semester of the year.

The laboratory is on the second floor in a room 32 by 36 feet and is equipped with tables for 30 pupils, and with a lecture table for the instructor. Each table is provided with gas, apparatus, and chemicals sufficient for a laboratory course in elementary chemistry.

The first work in the laboratory consists of a course of experiments to develop the ideas of physical and chemical forces, elements and compounds, acids, bases and salts, positive and negative elements, etc.

This is followed by the study of the preparation, properties, and compounds of O, H, N, C, Cl, Br, I, B, Si, S and P. This work being completed, the class devotes the remainder of the year to the study of the preparation, properties, and reactions of the principal metals.

Digitized by Google

Drawings of apparatus, carefully written descriptions of experiments, and essays on the chemistry of everyday life are required from all the pupils.

Roscoe and Schorlemmer, Eliot and Storer, Storer and Lindsay, Shepard. Williams and other works are used for reference. The work in the laboratory with discussions in the classroom, leads the student to observe carefully and accurately the phenomena of nature, and furnishes a basis for the intelligent reading of scientific works.

PHYSICS.

Physics is studied throughout the junior year in the English course, and throughout the senior year in the Latin course. Appleton's School Physics is used as a text book. The properties of matter, mechanics of solids and of fluids, sound, heat, light, magnetism and electricity are studied by the pupils from the text book, and the principles, laws, and applications illustrated by experimental work in the laboratory. A new and improved air pump with all appliances, and an electrical machine have recently been added to the apparatus in the Physical laboratory.

Deschanell's Natural Philosophy, Carhart and Chute's Elements of Physics, Gage's Elements of Physics, Sharpless and Phillips' Natural Philosophy, Shaw's Physics By Experiment and Chute's Physics are used for reference.

Digitized by Google

BIOLOGY.

The method of instruction in zoology is inducive, and rests upon the direct observation of the pupil. Accuracy in observation is necessary to accuracy and clearness in description, as well as to logical conclusion. With the animal before him, the pupil, working under the direction of the instructor, makes careful notes illustrated by numerous diagrammatic sketches showing the outline of the principal structural characteristics of the animal studied. The first six weeks are devoted to the study of Arthropoda. At this time insects are abundant, and many kinds may be easily collected. While collecting material for the laboratory work the pupil will observe the habits and characteristics of insect life, and thus accumulate a fund of valuable information which will make his subsequent reading more beneficial.

The grasshopper is studied as the type of the Hexapoda, more time being devoted to this animal than to any other. Other insects are then compared and contrasted with this type and the leading principles of classification learned inductively.

After this work has been done, the following types are studied in a like manner: Crayfish, earth worm, mussel, snail, star-fish, sea-urchin, fresh water hydra, spongilla, amœba, paramecium, vorticella, fish, turtle, frog, snake, sparrow, and some mammal as the cat, dog or rabbit.

Digitized by Google

Holder's Elements of Zoology is used as a text book, and Colton's Practical Zoology, Boyer's Biology and Needham's Zoology are used as laboratory guides. The following reference books from the library are used in reading up special topics: "Riverside Natural History," Huxley's "Anatomy of Vertebrated and Invertebrated Animals," Cooper's "Animal Life in the Sea and on the Land," Orton's Comparative Zoology," Packard's "Guide to the Study of Insects," Wood's "Natural History," Wallace's "Geographical Distribution of Animals."

In Botany the same general plan of study will be followed as that outlined above for Zoology. In both subjects the compound microscope will be used. Four Bausch & Lomb microscopes with magnifying powers of from 55 to 450 diameters have been purchased for this work. The Botany class will use Spalding's Introduction to Botany as a guide in the laboratory work, while Gray's and Wood's "Lessons and Manuals" and other works will be used for study and reference.

Throughout the year the work of the laboratory will be carefully snmmarized by frequent talks and recitations.

PHYSIOLOGY.

The simple elements have been presented in the elementry grades, hence the work done in the High School will be of a more scientific character.

The basis of the work is the Indiana Physiology, but

Digitized by Google

will not be followed closely, and will be supplemented by other books and charts, and some laboratory work.

OUTLINE.

The Bones.—1. Study of the human skeleton as a whole. 2. Study of the bones in particular. 3. Comparison of upper and lower limbs. 4. Adaptation to use.

Skull.—1. A comparison with skulls of other vertebrates.

Spinal Column.—1. Comparison with that of other animals. 2. Study of atlas and axis, with comparison to those of other animals. 3. Comparison of the atlas and axis with the other vertebrae. 4. Origin of other modifications. 5. Comparison of structure of atlas and axis with their use.

Upper extremities.—1. Comparison of human arm to fore leg of other animals, and wings of birds. 2. Study of structure and adaptation to use.

Lower extremities.—1. Comparison with corresponding part of other animals. 2. Study of structure and adantation to use.

Histology.—1. Study of these sections. 2. Chemical composition of the bones.

Muscles.--General function. 2. Chemical elements. 3. Attachments. 4. Adaptation to position. 5. Use of tendons. 6. Origin of tendons. 8. Properties. 9. Study of cells as to shape, arrangement and composition. 10.

Digitized by Google

Study of voluntary and involuntary muscles. 11. Study of heart muscles. 12. Chemical composition.

Brain.—1. Dissection of brain of some animal. 2. Comparative size of the different divisions. 3. Comparative size of each region with the corresponding region of the human brain. 4. Study of convolutions. 5. Study of the prominent fissures. 6. Tissue, white, and gray. 7. Nerves. 8. Microscopic study of sections of brain and spinal cord. 9. Function of brain and spinal cord as wholes and of different regions.

In a similar way the glands, lungs, heart and other organs of the body are taken up, and as far as possible the pupils are brought into contact with the different organs.

LITERARY EXERCISES.

Regular literary exercises, consisting of recitations essay reading and discussions, are a part of the High School work. For this purpose the High School has been organized as a literary society, which has the power of adopting its own constitution and by-laws and electing its own officers, with the provision that the work of the society must be approved by the Principal of the High School. All pupils are required to take the part assigned them.

Digitized by Google

Course of Reading.

FOR EIGHTH GRADE AND HIGH SCHOOL.

I. History.

Abbott's—Darius; Alexander; Peter the Great; Stories of Old Rome; Grecian Mythology.

Creasy—Fifteen Decisive Battles.

Dickens—History of England.

Baring Gould—Curious Myths of Middle Ages.

Baldwin—Ancient America.

Prescott—Conquest of America.

Coffin—Stories of the Colonies; Building of the Nation; Boys of '76 and '61; Stories of Old Dominion; Boys of the U. S. Navy; Conquest of Mexico; Conquest of Peru; History of Our Times.

II. Biography.

Franklin—Autobiography.

Schmucher—Life of Washington.

Arnold—Lincoln; Garrison or Phillips.

Parton—Famous Americans of Recent Times.

Smiles—Men of Invention.

Coleman—Alice Cary.

Treadwell—Luther.

Trevelyan—Macaulay.

Boswell—Johnson.

Lockhart—Scott.

Gaskell—Charlotte Bronte; Mary Somerville.

Digitized by Google

III. Travel.

Freman—Wonders of the World.
Irving—Alhambra; Gernada.
Dana—(12 years?) Before the Mast.
Stanley—Dark Continent; Congo.
DuChailler---Gorilla Country.
Taylor---Boys of Other Countries.
Kingston---Afloat and Ashore; Around the World.
Bird---Rocky Mountains.
Drake---White Monntains.
Mirde---We Two Alone in Europe.

IV. Science.

Agassiz---Seaside Studies in Natural History; Journey in Brazil.

Buckley---Fairy Land of Science; First Steps in Biology.

Treat---Chapters on Ants; other work.
Buckland---Winners of Life's Races; Insect Lives.
Morse---Insects.
Woods---Popular Natural History.
Burroughs---Birds and other works.
Winchell---Sparks from a Geologlist's Hammer.
Miller---Cruise of the Betsy.
Faraday---Chemical History of a Candle.
Proctor—Tyndall and Others; Half-hour Recreations in Science.

Digitized by Google

Ruskin—Ethics of the Dust.

Carpenter---The Microscope and How to Use it.

Huxley.---Scientific Study, (A "Lay Sermon.")

V. Fiction.

Alcott---Little Women; Work.

Campbell---The What To Do Club; Under Green Apple Boughs.

Stowe---Uncle Tom's Cabin. We and Our Neighbors.

Porter---Scottish Chiefs; Aleph, the Chaldean.

Mulock---John Halifax; A Noble Life.

Holland---Arthur Bonnicastle; Bay Path.

Jackson---Romona.

Whitney---Leslie Goldthwaite; Hitherto.

Hughes---Tom Brown at Rugby; at Oxford.

Aldrich---Queen of Sheba; Prudence Palfrey.

Stockton---Rudder Grange.

Egleston---The Faith Doctor.

Cooper---The Spy; Last of the Mohicans.

Holmes---Guardian Angel.

Hawthorn---Scarlet Letter; House of Seven Gables.

Wallace---Ben Hur.

Eggleston---The Hoosier Schoolmaster.

Mitford---Our Village

Muhlbach---Empress Josephine; Louisa of Prussia.

Dickens---David Copperfield; Old Curiosity Shop; Bleak House; Christmas Stories.

Scott---Ivanhoe; the Monastery.

Digitized by Google

Read---Put Yourself in His Place.
Goldsmith---Vicar of Wakefield.
Thackery---The Newcomers; Vanity Fair.
McDonald---Robert Falconer; David Elginbrod.
Lytton---Last Days of Pompeii.
Eliot---Romola; Middle March; Adam Bede.
Kingsley---Hypatia.
Scott---Kenilworth.
Warner---My Winter on the Nile.
Hallord---Philip Nolon's Friends.
Ebars---Egyptian Princess; Uarda.

VI. Poetry.

Longfellow---Tales of Wayside Inn; Evangeline.
Whittier---Snow Bound.
Bryant---Thanatopsis; to a Waterfowl.
Lowell---Vision of Sir Launfal; Present Crisis.
Holmes---Chambered Nautilus.
Burns---Cotter's Saturday Night; to a Daisy.
Tennyson---Enoch Arden.
Moore---Lallah Rookh.
Browning---Aurora Leigh.
Goldsmith---Deserted Village.
Gray---Elegy.
Byron---Prisoner of Chillou.
Shelley---Ode to Skylark; to a Cloud.
Shakespeare---Merchant of Venice; Julius Cæsar.
Dryden---Alexander's Feast.

Digitized by Google

Pope---Essay on Man, (1 Canto.)

Milton---Paradise Lost, (Part of.)

Woodworth---Imitations of Immortality.

VII. General Literature.

Buckland---Story of English Literature.

White---Story of English Literature.

Irving---Sketch Book.

Lamb---Tales of Shakespeare.

Jameson---Characteristics of Women.

Emersom — Behavior; Manners; Culture; Self-Reliance; Conduct

Holland—Gold Foil.

Holmes—Autocrat of Breakfast Table; Over the Teacups; Poet at the Breakfast Table; Longfellow's Prose.

Carlyle—Heros and Hero Worship.

Howells---Venetian Life.

Curtis—Prue and I.

Phelps---Gates Ajar.

Jackson---Bits of Travel at Home.

Thoreau---Maine Woods.

Twain---Innocents Abroad; American Men of Letters.

Explanation.

1. If Arabian Nights, Gulliver's Travels, Robinson Crusoe and Pilgrim's Progress have not been read before entering A Grammar, they should be read first.

Digitized by Google

2. In Science, Travel and Biography, pupils can, by substitution, follow taste.

3. Many Books in Science are so nearly repetitions of others, selections may be made.

4. All selections of books and substitutions should be under teacher's suggestion or control.

This course is meant to suggest to pupils books that will be helpful to them in selecting profitable reading.

The pupils in the Eighth Year and High School will be required to read one book each semester, and write a review of the same. This review must consist of not less than 1500 words, and must be approved by the teacher in charge.

The pupil will prepare a careful outline of the proposed review and submit it to the teacher for examination and criticism.

This will be returned to the pupil with such criticisms and suggestions as the teacher may think best, after which the pupil will write the review according to the outline. This review will entitle the pupil to credit for one theme in composition work.

Books will be selected from the above list, when possible. Other selections may be made, but only on the approval of the superintendent.

Digitized by Google

To Teachers.

"Man's chief value to a community is not to be weighed in silver or gold, but in the strength of his integrity, and in his courage to stand in his place, to resist the corrupting evils of the age, to be sacrificed, if need be, in the cause of truth."

"The world wants men—large-hearted manly men,
Men who shall join in chorus and prolong
The psalm of labor and of love.
The times wants scholars—who shall shape
The doubtful destinies af dubious years,
And land the ark, that bears our country's good,
Safe on some peaceful Ararat at last.
The age wants heroes—heroes who shall dare
To struggle in the solid ranks of truth;
To clutch the monster error by the throat;
To bear opinion to a loftier seat;
To blot the era of oppression out,
And lead a universal freedom in.
And heaven wants souls—fresh and capacious souls
To taste the rapture, and expand like flowers
Beneath the glory of its central sun,
It wants fresh souls, not lean and shrivelled ones;
It wants fresh souls, my brother, give it thine.
If thou wilt be what scholars should;
If thcu wilt be a hero and wilt strive

Digitized by Google

To help thy fellow and exalt thyself,
Thy feet, at last, shall stand on Jasper floors;
Thy heart, at last, shall seem a thousand hearts,
Each single heart with myraid rapture thrilled,
While thou shalt sit with princes and with kings,
Rich in the jewel of a ransomed soul."

If you want to make money, enter the commercial or manufacturing world. If you want to live in ease and comfort, independent of everybody, except the Good Father who rules the elements, follow agriculture. If you desire fame and jealous criticism, enter some of the learned professions. If you want an easy, fruitless life, be a school *keeper*. If you desire to degenerate into a nineteenth century nothing, cultivate a bicycle, and cigarettes or chewing gum, but if you desire to be large hearted, helpful, ready to

* * * * "Join in chorus and prolong
The psalm of life and of love. * * * *
To clutch the monster error by the throat,
To bear opinion to a loftier seat,
To blot the era of oppression out;
And lead a universal freedom in,"

then be a teacher.

Many of the world's greatest men and women have been teachers, and when the final record is read it will be found that many teachers whom the world did not call

Digitized by Google

great, will be accorded a place among the first of earth, whose names are "writ in gold."

The common schools are for the masses, for their uplift in knowledge, in patriotism, in morality, in godliness.

The rich man has his university, if he wants it. The well-to-do, his college, but the common school is the "poor man's college," and upon the faithfulness and efficiency of the teachers depend the benefits that the masses derive from this privilege.

If the teacher is the chief factor in the schools, how important it is that she be consecrated to her work.

What, then, are her needs? Everything, scholarship, ingenuity, patience, tact, loveliness, love.

Humanity is her field, heaven her reward, love for humanity is her inspiration, their eternal good her purpose. Hence, her constant study is humanity, and how to economize her forces so that she may direct and lead those in her charge to an appreciation of their own strength, and how to use it, that the world may feel their touch in strengthening and bettering humanity.

That the teacher needs a knowledge of subjects taught is accepted by all, but that there is a greater thing than facts themselves, in all knowledge, is not recognized by all. A spiritualization of truth is the great work of the teacher. Truth so taught, that the mind is incited to greater effort, and the soul inspired with nobler sentiment.

Digitized by Google

To so present the truth the teacher must not only know *what* she teaches, but she must know *whom* he teaches.

There is danger that the subject of child study, which is being urged by many of our scientific educators, will stop short of its full work.

The mental habits of the child do not depend upon the natural strength of the mental faculties alone, nor upon the comparative strength of the faculties. There are other, and equally important, conditions that must be understood in order that the teacher may do the wisest work.

That children have varying natural ability all will acknowledge, but it is not true that children, with equal natural ability, have the same chance for growth even in the same school, or with the same parents, and same local environment. Many of the weaknesses of the individual are to be traced to ancestry. This weakness in the ancestry may show itself in one member of the family and not in another; so, again, may individual mental strength be frequently traced back to the ancestry. (These suggestions apply to the physical as well as the mental).

If these statement are true, it follows that the teacher must study her pupils:

1. In their individual mental habits, and capabilities and from these deduct laws of the mental habits of children in general, but her teaching should be suited

Digitized by Google

to the individual, planned for the *one*.

2. She should study the individual in his immediate environment, or family, and note the effect, and deduct general laws of environment, and form her methods accordingly.

3. She should study the individual in his remote, or social environment, and note, deduct, and apply as in immediate surroundings.

4. Study the ancestry of the children, and be able to note the heriditary traits in each child, and deduct general laws of heridity. Heredity should be studied, as immediate and remote. The immediate, as connected with the parents and grand parents of the child, the remote as traced to the nationality from which the child is a decendant. Example: The Scotchman is proverbially philosophical, and determined. The Irishman, the acknowledged wit of the world, is noted for impulsiveness and generosity.

Much as I would like to enlarge upon these suggestions, I must not for want of space. I refer to them as suggestive of the great and important fields of study open to the teacher. Without the knowledge, implied in these suggestions, the teacher cannot do the wisest work. With this knowledge she can plan her teaching and general method to meet the needs of her school.

Says Superintendent Jones, of Cleveland:

"Teaching in many respects is widely different from

Digitized by Google

other professions. It is so entirely the immediate contact of mind with mind, and so thoroughly a matter of the continuous influence of one mind over another that it can never be well done mechanically. There must be that continual adjustment of conditions and relations which requires constant exercise of wise judgment on the part of the teacher. The teacher who allows himself to become formal or mechanical, in so far places himself out of touch, or out of harmony with the minds of his pupils, and by so much takes out of his work that inspirational effect which induces effective mental effort on the part of pupils. Such teachers may go through the formal round of the day's duties with extreme faithfulness, but the spirit which should vivify their work is gone, and the final effect of their teaching is to stultify rather than to educate. * * It is manifest, therefore, that the teacher must continue to be a student of his profession, continue to be an investigator, in order to preserve that tonic or magnetic condition of mind necessary to sound teaching."

Says Prof. J. M. Coulter: "The teacher must have power enough to be productive. The notion of a teacher as one whose whole business is that of a pump, simply to be pumped full from some reservoir, that he may fill the little pitchers held up under his nose, may be true, but it is dreadfully belittling. He should rather be a perennial spring, where refreshing waters are constantly bubbling forth a center and source of supply. The man who has

Digitized by Google

neither power nor inclination to work in his own department, not only demonstrates his unfitness for teaching, but loses a great source of inspiration to his pupils. Imagine the difference between two teachers before a class: one carefully crammed with second-hand information which he is there to impart; the other in the flush and fire of his own thought and work, stepping aside a moment, as an artist, with pallet and brush in hand, to explain the beauties of some great picture which he is painting. The one is a taskmaster, the other an inspiration."

I am aware that these things mean incessant study, and constant vigilance on the part of the teacher. It means constant development in everything that tends to strengthen the character of the teacher and make her influence felt; it develops a consciousness of her own powers, that inspires to greater effort and better achievement, which becomes an inspiration; this incites to a love for and enthusiasm in her work, the greatest element in the teacher's success. The opportunity for growth in all that makes a beautiful and helpful life, is one of the chief incentives that lead to the choice of teaching as a calling, and a devotion of her best powers to the work, by the true teacher.

That the ideal teacher is a rare specimen of humanity, is no doubt true; so is the ideal doctor, lawyer and merchant, for that matter; but that teachers are doing more to reach a higher plane than ever before is also true, and

Digitized by Google

if merit were the sole requirement necessary to obtain a place as a teacher, and the pay based upon merit, much greater effort would be put forth, and the time server would be compelled to find employment more suited to his merit.

I have faith to believe that better things are in store for the men and women who have a proper appreciation of what is demanded of them, and that the time is not far distant when the teacher will be accorded her proper place in society and the state; when the pecuniary reward will be in keeping with preparation and success, and honor and blessing rest upon the labor of the faithful,

* "Who shall dare
To struggle in the solid ranks of truth
* And prolong
The psalm of labor and of love.

Digitized by Google

Select Readings.

IDEALS.

That the school is what the teacher makes it is a proposition that every one admits to be true, and that she will make it no better than her ideal school is equally true; it follows that in order that her ideal may be a proper one, she must be acquainted with the child in his mental endowments and tendencies, and must know him as a social being, in relation to the school. This knowledge must be of a practical nature, not theoretical; the teacher must see before her the real child in all his every-day peculiarities and tendencies, and her school composed of forty or more real children, with their forty individualities grouped together in one working body. With a close insight into these things, and a knowledge of the laws of mental development she is able to form some notion of the ideal school, and inspired with the possibilities before her, and a full realization of the importance of her trust, success in its highest sense is almost certain to crown her efforts.—Selected.

Any man who accomplishes any lasting work, always has a pattern, thought, or ideal towards which he aims. The teacher has an ideal child in his mind, a free, natural, artless, healthy, moral, kind, sympathetic, upward-striving, knowledge-seeking child. He has an ideal school before him—all happy, all earnest, all helpful to him and

Digitized by Google

to each other, all desirous to know, all ready to work, all open to good impressions, all despising the mean, the low, the base. Towards these ideals the teacher strives day by day with much anxious thought. There is but one way for the teacher—he must conceive fully and justly what the child should be, and then use the influences that will cause his pupil to become that ideal.—New York School Journal.

There is no danger in over-loving or over-estimating the teacher's work. There is no danger in over self-forgetfulness in behalf of those committed to the care of teachers and parents. It would be a good thing if all teachers would study the child more concretely—the child one child, not children in masses, but one individual specimen in particular. This would be studying psychology on its feet, not in theory. This is what we are coming to---less of speculation and more of practice.—New York School Journal.

SYMPATHY.

We are surprised often that very learned people make very poor teachers. Here is the reason of it. Teaching is not the art of telling what you know; that is an exceedingly small part of it. It is all of that, but along with that the far more difficult art of experiencing---not knowing, but experiencing---the limitations of the mind that you are trying to teach. It is being teacher and pupil both at once. No salvatiou anywhere without this quality. You

Digitized by Google

must be yourself and be he. You must feel yourself pinioned by his mental limitations. If, when his mind falters and his mental machinery creaks at the strain you put upon it; if then you, his teacher, feel like saving to him, "You little fool," you ought to be scourged out of the school room with a raw hide. Pedagogics is, first of all, the science of translating yourself as a teacher into your pupil's exact environment and putting yourself at his exact stage of development, so that you will be able to think with his mind, and so be that you are able to experience in yourself the embarrassments under which his struggling llttle brain labors, and be able to view yoar own tuitional approaches to him through his eyes.---Dr. Parkhurst, New York City.

The influence of the emotions in the religious and social life of the race has not been very great. The child is a living battery of instinctive and emotive force. This great fact is just beginning to be recognized in educational work and methods. The child is far more a feeling than a thinking being. The feelings are the shortest avenue to his whole nature, for the teacher, character former, and reformer. It will be a happy day for our schools when teachers are wise enough to see and apply this principle—Prof. C. H. McGuire.

AIM.

It is most important for every worker in a field in which ideas play a part that he should have a right aim.

Digitized by Google

The great mass of teachers have an aim; it is to teach the boys and girls to read, wright and cipher. They enter the work with this aim; after a time they see they must include other things; they broaden their horizons, and if they come in contact with the educational current, they have a very different air from that they set out with.

Now there are not so many men who have a clear aim in their school work as one would think. The course of study demands that the children be taught certain things; the trustees come in to see that this is done, and the short-sighted teacner will think if his pupil pass their examination all is well. But remember the words of the general who was congratulated on his victory: "One more such victory, and we are undone." The teacher who seeks for victory in a successful examination alone is preparing for a crushing defeat by and by. There is something higher than this. He must aim to have his pupils know some things they did not know before they came to him, but more than that, he must aim to put them in a state of mental and moral progress.

Of two teachers of equal knowledge, that is the best who has the clearest insight into the ways and means of making the young beings before him self-active, self-governing, self-inquiring, self-watching, and self-measuring by some right standard. The aim of the teacher must be to search for truth concerning these things; he must look into his own heart, into the heart of his pupils, and listen

Digitized by Google

to the teachers of the past. He must, above all, lay aside at once, if he has not already done so, the idea that teaching is a small business.—New York School Journal.

TACT.

Any person who has observed and studied children in their play must have noticed that about one child in every ten is a born leader. This leader may be a little boy whom all the others obey, or a little girl who performs the part of school teacher and compels the others to submit to her authority. The leader may not be the oldest or the strongest, or even the wisest or the best. But the child-leader is sure to possess the grand qualification called tact. "The child is father to the man." The child possessing this great gift of tact will certainly grow into the successful man or woman, provided a fair field is given and no voices intervene to retard progress. Next to high moral character, tact is the chief qualification of an able teacher; and whoever possesses it needs little normal training. A good education and a knowledge of theory of teaching are, of course, indispensable; but if equipped with this power, the teacher will be able to govern from the first moment she enters a class room. She will do the right thing at the right time. She is a born teacher. And so we have the born statesman, the born minister, the born leader in every walk of life to whom tact is the *sine qua non.*

Now the question is, what is tact? Webster defines it,

Digitized by Google

touch, feeling, formerly the stroke is beating music; peculiar skill or faculty, nice perception or discernment. Some one has called it "a sixth sense," As the teacher, the minister and the statesman control, direct and govern human beings in the aggregate, how necessary it is, then, that they should possess this comprehensive faculty—this nice perception of the relation of things. Tact is granted by the Creator in various degrees. To a few he has given full measure to overflowing; to others but scant allowance; to one ten talents, to another only one talent.

The necessary qualifications for a successful teacher are, on the intellectual side, a good education, a thorough knowledge of the theory and practice of teaching, and tact, which is to the instructor what genius is to the poet; and on the physical side a "seeing eye," a clear, sweet, sympathetic voice with a soul behind it, and a dignity of manner which establishes order without effort. But let it not be forgotten that tact is the main qualification, and the most uncommon. A teacher without it is as wretched as a soldier without courage.---Dr. Thomas Hunter, Pres. Normal College, New York City.

The cultivation of tact is so often impressed upon the teacher that the power of the word is almost lost in its general vagueness. One specialization of this invaluable trait is the way in which correction is administered. "Ought" and "should" are worn threadbare in this connection, and no greater boon could be granted the child-

Digitized by Google

ren at large than to rule those words from the teacher's vocabulary, when correction become a necessity. The monotonous sound of the voice is about all the consciousness the children get from the stereotyped lecture---talk that is tactless, if not heartless. Putting one's self in the child's place is the most certain way of reaching it in the matter of correction. That which the teacher would feel quickest as a reproof and a remedy will, in nine cases out of ten, be that which will be most effectual with the child. Sympathy with child life lies at the foundation of effectual discipline.---New York School Journal.

PRECEPTS OF MENTAL CULTURE.

1. The object of mental culture is the fullest development and highest right activity of the faculties of the mind.

2. One of the primary conditions of mental culture is a well organized and healthy brain.

3. The mind is cultivated by the right activity of its faculties.

4. The mind requires objective realties for it to act upon.

5. Each faculty of the mind requires a culture adapted to itself.

6. The culture of the mind should be adapted to the order of the development of its faculties.

7 The culture of the mind should aim at a harmonious development of the faculties.

Digitized by Google

8. The culture of the mind should be modified to suit the different tastes and talents of the pupils.

9. The culture of the mind is not creative in its character; its object is to develop existing possibilities into realities.

10. The ultimate end of culture is the attainment of the full result---learning, development and efficiency.---Dr Edward Brooks.

PRINCIPLES OF MIND-ACTIVITY AND MIND-GROWTH.

1. The mind can not do its best work unless the body and brain are in good condition.

2. No mental activity is of any value without careful attention to the thing in hand.

Corrolary.---One thing at a time.

3. There is no way in which a mind can increase in knowledge or power except by its own activity.

4. Mental acquisition, and mental power or skill, are forms of growth; and all growth requires time.

5. Ideas and thoughts are never conveyed from one mind to another; they are formed, or awakened, in that mind where they exist.

6. The mind gains the crude material for all it knows or thinks, through the use of its senses.

7. Neither knowledge nor skill is fully ours till it has

Digitized by Google

taken the form of habit; frequent repetition tends to produce habit.

8. One can express intelligibly what he understands clearly; one can not express clearly anything that is not clear in his own mind; the attempt to make a clear statement helps toward clearness of thought —Hewitt.

CHARACTERISTICS OF THE YOUNG.

1. The attention of children is intense but volatile.

2. The mental activity of children is chiefly shown in the use of their senses.

3. Children have a strong propensity to imitate.

4. Children instinctively believe what is told them, especially when told by one whom they esteem.

5. Children remember well what they understand clearly, and what they have an interest in.

6. Children delight in the play of imagination; a fact which the teacher may make use of, both in teaching and in governing.—Ib.

PRINCIPLES OF TEACHING.

1. Teaching is causing another to know what he did not know before.

2. Begin where the pupil now is; use the pupil's present knowledge for a foundation.

3. Make no attempt to teach till you have the pupil's attention; stop if you lose it.

4. Arouse the pupil's interest.

Digitized by Google

5. Fix exactly in the pupil's memory what ought to be there; but never load the memory unnecessarily.

6. Do nothing for the pupil that he can do for himself.

GENERAL PRECEPTS.

1. Refrain from much talking.

2. Be prompt in every exercise of the school.

3. Never procrastinate.

4. Never scold anyone but yourself.

5. Always commend honest effort.

6. Teach the subject, not the book.

7. If you punish do so promptly, and forgive just as promptly.

8. If you wish to have the confidence and love of your pupils, make yourself worthy of their confidence and love.

9. Let your life be consistent in all things.

10. Remember it is well to think well; it is sublime to speak well; and divine to do well.

11. Know each pupil's peculiarities, (1) in the individual, (2) in the surroundings.

12. Deal justly with all, and in such a manner that your pupils recognize that you are doing so.

13. Present each lesson with a view to character building. Motto.—System, Diligence and Perseverance.

Digitized by Google

Thoughts for Pupils.

(SELECTED.)

In doing one's best, the human mind enjoys its supremest satisfaction, indifferent to the decrees of destiny and the oracles of fate.

In its highest significance, life is an opportunity for action, rather than a struggle for place.

Enemies are routed and critics disarmed when man puts forth his might, and acts from a single impulse.

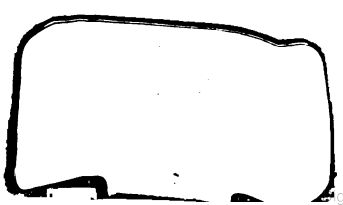
In this life there is no escape from hard labor, if one would partake of its richest blessings.

The worth of a victory is proportionate to the means employed in gaining it.

The greatest man is he only whose deeds excite a glow in the hearts of generations who live after him.

Never can it be said of a sincere and honest man, that he lives and labors in vain.

"Life is a page of paper white
Whereon each one of us may write
His word or two, and then comes night.
Thought thou have time
But for a line, be that sublime,
Not failure, but low aim is crime."—Lowell.



Digitized by Google

Teachers for 1896-97.

NAME.	ROOM, OR POSITION.	HOME ADDRESS.	WHERE EDUCATED.
HIGH SCHOOL BUILDING:			
Lillian E. Mitchell	Principal High School.	Athens, Ohio	Ohio University, Oswego State N. S.
Dan J. Troyer	1st Assistant "	Goshen, Ind.	Common Schools, Indiana State Uni'y.
Kate Whitmore	2d " "	Allegan, Mich.	Allegan High School
Kate Johnson	3d " "	Goshen, Ind.	Michigan University
Lizzie Dugdale	4th " " and 8th year grade	Goshen, Ind	Goshen High School, and Michigan Un
Effie Witmer	Room 11, High School	Goshen, Ind.	Goshen High School
Lizzie Fuson	" 10, " "	" "	" " "
Grace Galentine	" 9, " "	" "	" " "
Byrdie Gaw	" 8, " "	Union City, Mich.	Michigan State Normal School
Jennie Laubsher	" 7, " "	Goshen, Ind.	Ligonier High School
Hattie Hopkins	" 6, " "	" "	Goshen High School
*Florence Anderson	" 5, " "	Ann Arbor, Mich	Goshen Schools and Michigan Univers'y
Bertha Conrad	" 4, " "	Goshen, Ind.	Goshen H. S. and Cook County Normal
Pamelia Taylor	" 3, " "	" "	Goshen H. S. and Cook County Normal
Mrs. Mattie Starr	" 2, " "	" "	G. H. S. and Temple Grove Seminary
Emily Ricketts	" 1, " "	" "	Goshen High School
NORTH 5TH. ST. BUILDING:			
A. J. Hoover	Prin. of Ward, Room 4, New Building	" "	Common Schools and Taylor College
Amy Browne	Room 3, New Building	" "	Wittenberg College
Mary L Bivins	" 2, " "	" "	Public and Private S., Antioch College.
Mrs. Cora Bartlemay	" 1, " "	" "	National Normal University
Mertie Mease	" 6, Old "	" "	Common Schools
Charlotte Carmien	" 5, " "	" "	Goshen H. S. and Cook County Normal
Bertie Hattel	" 3, " "	" "	Goshen High School
Loma Stiver	" 2, " "	Middlebury, Ind.	Heidelberg College
Luella Barlow	" 1, " "	Goshen, Ind.	Goshen H. S. and Cook County Normal

*Leave of absence for four months. Substitute, Sophia Page.

Digitized by Google

Teachers for 1896-97—Continued.

NAME.	ROOM, OR POSITION.	HOME ADDRESS.	WHERE EDUCATED.
SOUTH 5TH. ST. BUILDING:			
J. N. Swart	Room 6, and Principal	Goshen, Ind.	Common Schools
Ella Knapp	" 5	" "	Goshen High School
Mrs. Alma Miller	" 4	" "	Common Schools
Ella Burns	" 3	" "	Plymouth High School
Ina Kronk	" 2	" "	Goshen High School
Della Swank	" 1	Ligonier, Ind.	Common Schools
PIKE STREET BUILDING:			
Emma Millington	Room 4, and Principal	Goshen, Ind.	Indiana State Normal School
Kittie Miller	" 3	" "	Goshen H. S. and Oxford Seminary
Mary C. Miller	" 2	" "	Goshen High School
Katherine Thomas	" 1	" "	Goshen S. and Chicago Kindergarten
EAST SIDE BUILDING:			
William Nymeyer	" 1	" "	Goshen High School
WEST SIDE BUILDING:			
J. N. Heintzelman	" 1	" "	Common Schools
CADET TEACHERS:			
Mary Biggs		" "	Goshen High School
Clara Freshour		" "	Goshen High School
SPECIAL:			
Marion G. Wilson	Music and Drawing	" "	Goshen H. S. and Oberlin College
W. H. Sims	Sup't and Lecturer on Special Subjects.	" "	Union Academy and National Normal University

Digitized by Google

Flag Days.

1. Important Historic Events:

   July 4—Independence Day.
   October 19—Surrender of Cornwallis.
   November 7—Battle of Tippecanoe.
   December 11— { Settlement of Plymouth Colony. / Admission of Indiana.
   April 9—Lee's Surrender.

2. Anniversary of Births of

   (1) Statesmen:

   January 17—Franklin.
   February 12—Lincoln.
   February 22—Washington.
   April 27—Grant.

   (2) Authors:

   November 3—Bryant.
   December 17—Whittier
   Febrnary 27—Longfellow.
   April 3—Irving.
   February 22—Lowell.

3. Flags at Half Mast:

   May 30—Decoration Day.
   In case of death of pupil, school officer or teacher.

Such other flag days as may be suggested by circumstances.

Digitized by Google

Calendar.

First term opens August 31, 1896.

First term closes for holiday vacation December 18, 1896.

First term re-opens January 4, 1897.

First term closes January 15, 1897.

Second term opens January 18, 1897.

Second term closes for spring vacation March 12, 1897.

Second term re-opens March 22, 1897.

Second term closes May 28, 1897.

Monthly Teachers' Meetings the second Saturday of each month at 10 o'clock a. m.

Grade meetings called as appears best.

Digitized by Google

INDEX.

Board of Education 5

Course of Study 60
Reading and Literature 60
Spelling 64
History 66
Geography 71
Geography Outline 74
Arithmetic 77
Language 81
Penmanship 88
Physiology 91
Drawing 93
Music 100
Course of Reading 135
Calender 163

Diacritics 115
Outine of 116

Flag Days 162

High School Department 119
Courses of Study 120
Latin Course 120
English Course 122
Notes 123

Digitized by Google

Suggestions in Regard to Work.....124
English.....124
Literature.....125
Latin.....126
German.....126
History.....127
Rhetoric.....127
English Grammar.....127
Mathematics.....127
Physical Geography.....128
Chemistry.....129
Physics.....130
Biology.....131
Physiology.....132
Literary Exercises.....134

Morals and Manners.....114

Nature Study.....103
Remarks.....109

Physical Culture.....114

Rules and Regulations.....40
Superintendent's Duties and Powers.....42
Special Powers and Duties.....43
Grades of Schools.....46
Admission.....48
Duties of Principals.....49

Digitized by Google

Teachers and Their Duties..... 49
Pupils and Their Duties..... 53
Janitors and Their Duties..... 58

Superintendent's Report..... 7
Decrease of Enrollment..... 10
Manual Training..... 13
Discipline..... 15
Promotions..... 18
Physical Culture..... 19
Teachers..... 20
Teachers' Meetings..... 21
Teachers' Library..... 22
Special Teachers 24
New Features..... 24
Cadet Teachers..... 25
Transfer of Grades..... 25
High School..... 26
New High School Building..... 27
Commencements..... 27
Class of '94..... 28
Class of '95..... 29
Class of '96..... 30
Change of Course..... 32
Lectures..... 33
Alumni..... 33
High School Graduates..... 34

Digitized by Google

Conclusion..... 39
Select Readings.....149
Ideals.....149
Sympathy.....150
Aim.....151
Tact.....153
Precepts of Mental Culture.....155
Principles of Mind-Activity and Mind-Growth...156
Characteristics of the Young.....157
Principles of Teaching.....157
General Precepts.....158
To Teachers.....141
Thoughts for Pupils.....159
Teachers for 1896-7.....160-161

Digitized by Google

Digitized by Google

Digitized by Google

8194

Digitized by Google

UNIVERSITY OF MICHIGAN
3 9015 06278 0443

Digitized by Google